

Washoe County School District Title II Evaluation Bulletins 2017-2018

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Submitted to

Title II Program

Washoe County School District



Title II 21st Century Learning Evaluation Bulletin 2018

The goal of the 21st Century Learning program is to prepare educators to design and deliver instruction that fosters students’ 21st Century Competencies. The Online Learning Coordinator (OLC) position supports sustained professional learning through development and facilitation of the tiered 21st Century Educator Badge Program. This program allows teachers and teacher-leaders to differentiate and advance their instructional practice, and receive sustained support through participation in a year-long district-wide community of practice—the WCSD 21st Century Leaders Network.

In 2017-2018, the OLC implemented several strategies toward these goals including:

- **21st Century Educator Practitioner Badge Program:** 16 participants
- **21st Century Leaders Network facilitation:** 200 participants
- **Camp 21:** 3 cohorts, total of 62 participants
- **Creating and Facilitating Online and Blended Courses:** 13 participants

The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program. This bulletin summarizes the OLC time usage by support activity type and support area; OLC programming reach to program participants; and, 21st Century Learning and support participant follow-up surveys. Note: All percentages may not sum to 100 due to item non-response or inapplicability and/or rounding.

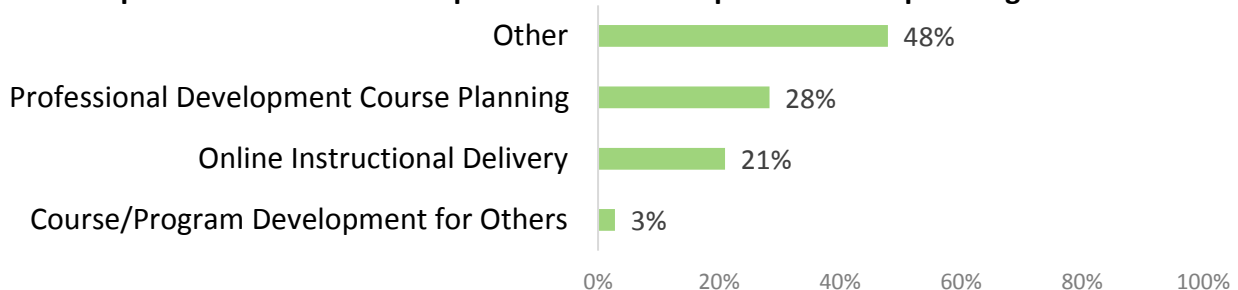
291 teachers served by the Online Learning Coordinator in 2017-18.

Online Learning Coordinator Time Usage

Four weeks were randomly selected from the 2017-18 school-year calendar for time monitoring of the OLC’s efforts in order to capture the variety and scope of the work. For each of the weeks, hours were logged and the coordinator’s support activities were categorized in two ways—by support activity type and support area. As illustrated in Figure 1, excluding “other” activities tracked in the time-sample, the types of activities the OLC engaged in most often were professional development course planning (28%) and online instructional delivery (21%). Excluding the “other” activities tracked in the time-sample, most often the programming areas in which the coordinator spent the most time were Canvas/Online Facilitator class (32% of sampled time) and the Camp 21 (14%; Figure 2).

Figure 1

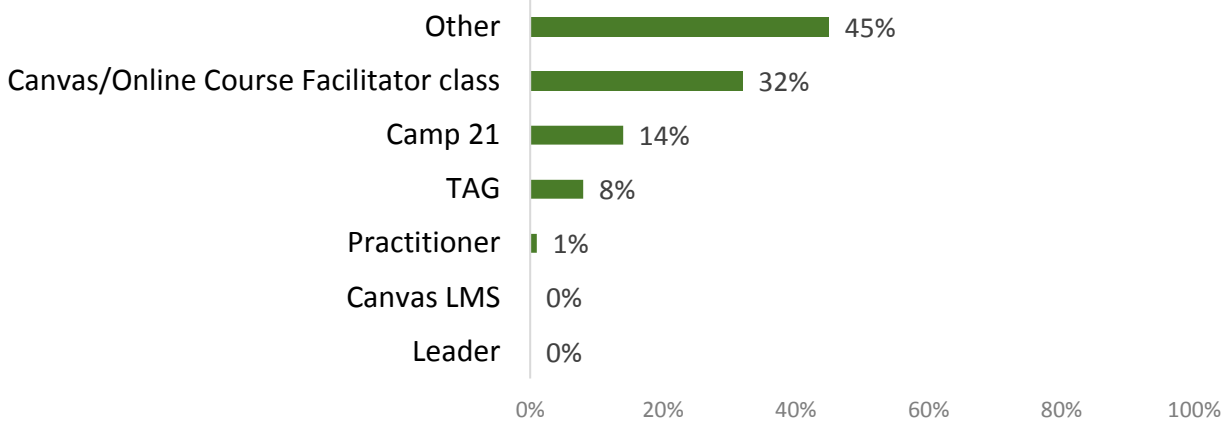
The OLC spent 28% of her time for professional development course planning.



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Figure 2

The OLC spent 32% of her time on the Canvas/Online Course Facilitator Class.

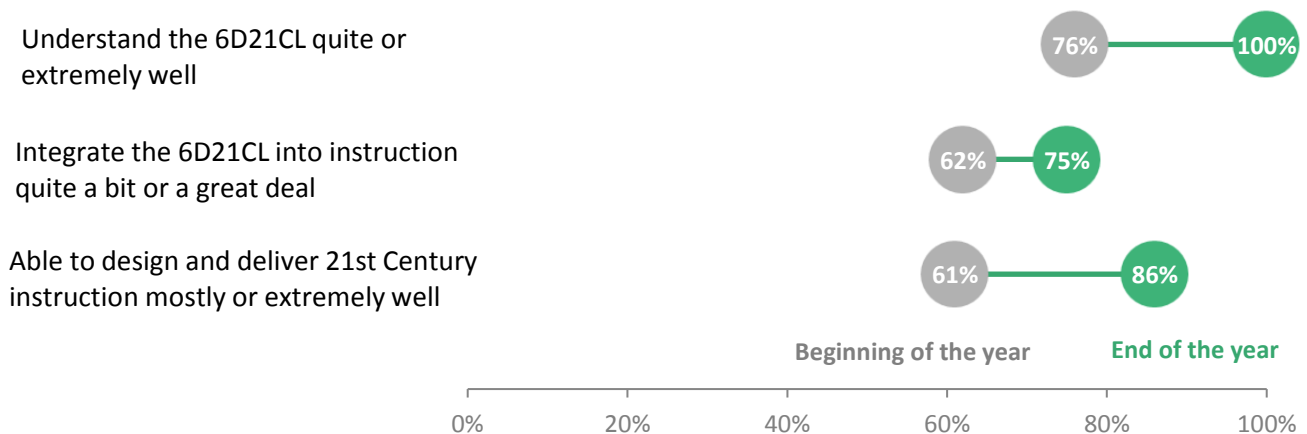


21st Century Learning Leaders Network Survey

An end-of-year survey was collected online from 38 Leaders Network participants in March 2018. Participants were asked retrospectively about their understanding at the beginning of the school year and their current level at the end of the year. Seventy-six percent of respondents reported understanding the Six Dimensions of 21st Century Learning (6D21CL) quite or extremely well at the beginning of the year, increasing to 100% at the end of the year (Figure 3). Participants also reported increased levels of integration of the 6D21CL into instruction from the beginning of the year (62% quite a bit/a great deal) to the end of the year (75% quite a bit/a great deal; Figure 3). The percentage of participants who felt mostly or extremely able to design and deliver 21st Century instruction increased from 61% to 86% from the beginning to the end of the year.

Figure 3

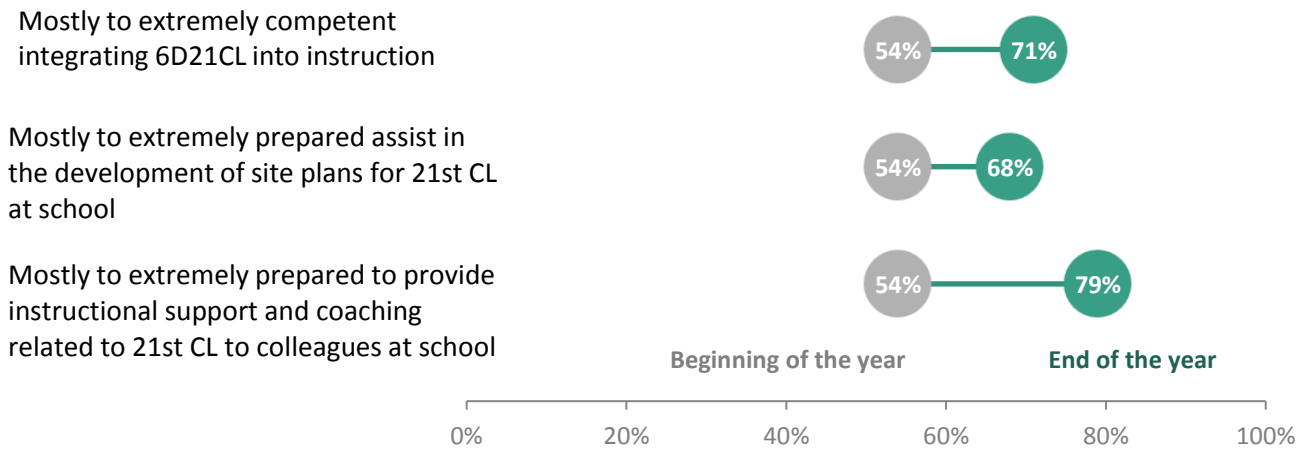
Participants' understanding and integration of the 6D21CL and ability to design and deliver 21st Century instruction increased from the beginning of the year to the end.



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Similarly, participants reported increased perception of competency to integrate the 6D21CL into instruction from the beginning of the year (54% mostly or extremely) to the end of the year (71% mostly or extremely; Figure 4). Higher percentages of participants at the end of the year compared to the beginning felt mostly to extremely prepared to assist in the development of site plans for 21st Century Learning to colleagues at their site, as well as provide instructional support and coaching related to 21st Century Learning (Figure 4).

Figure 4
Participants' perceived competence to integrate the 6D21CL and preparation to assist colleagues increased from beginning of the year to the end.



First year participants made up 24% of the sample, while 55% had attended in 2016-2017, 42% attended in the 2015-2016 school year, and 26% attended the first year of the Leaders network (2014-2015). Compared to first-year participants, second- through fourth-year participants reported higher levels in both fall and spring with respect to all the areas. However, first-year participants reported greater increases in each area from the beginning to end of the year (Figure 5). Compared to first-year participants, higher percentages of second- through fourth-year participants felt *mostly* or *extremely* prepared to assist with site plans and to provide instructional support and coaching at their sites (Figure 6). However, first-year participants showed greater increases from fall to spring in their perceived levels of preparation.

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Figure 5

The percentage of first year participants who understood the 6D21CL quite or extremely well increased from 0% in fall to 63% in the spring.

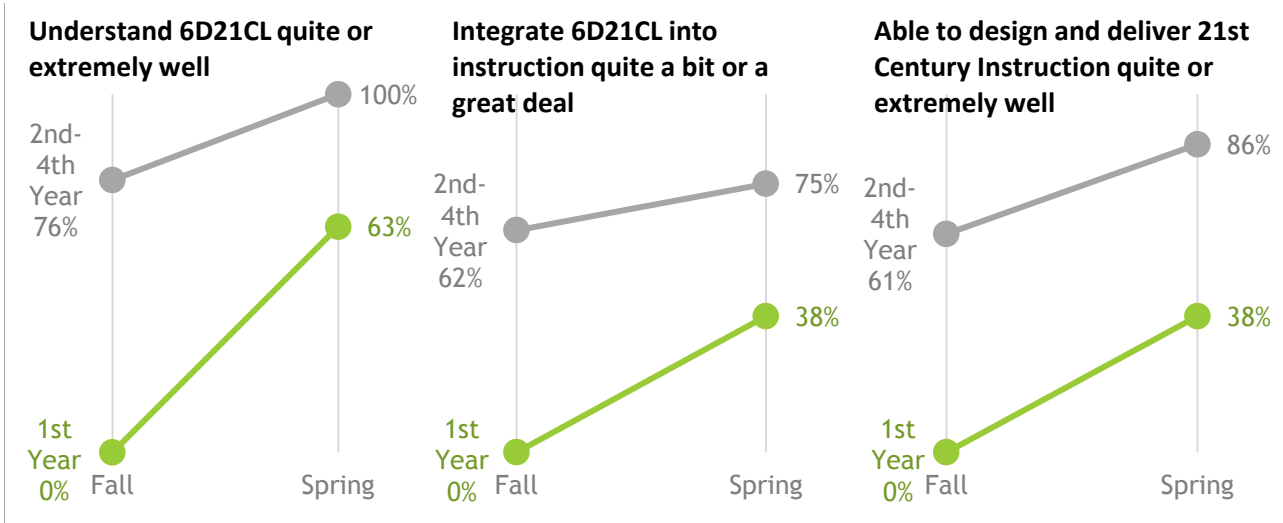
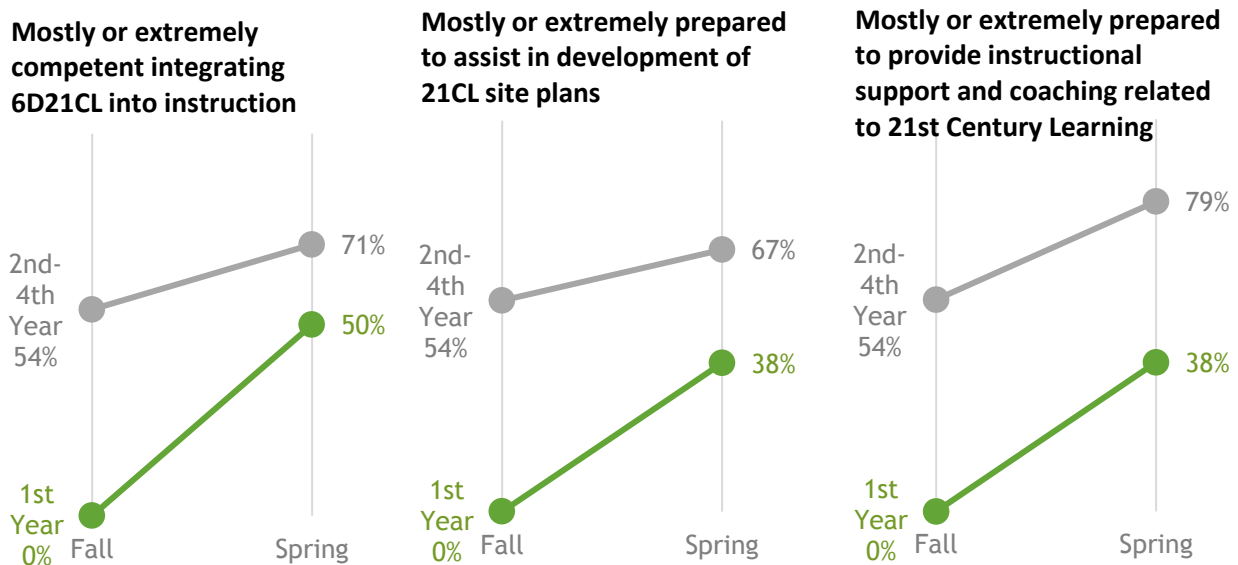


Figure 6

The percentage of first year participants who felt mostly or extremely prepared to provide instructional support and coaching related to 21st Century Learning increased from 0% to 38% from fall to spring.



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21st Century Learning End-of-Year Follow-up Survey

Participants in 21st Century Learning courses and activities from 2017-2018 were invited to complete an online follow-up evaluation survey about their experiences. A total of 29 individuals responded—76% from elementary schools; 28% from middle schools; and 16% from high schools. Respondents reported in which of the 21st Century Learning course and activity opportunities they had participated. The greatest number of respondents had participated in Camp 21 (Table 1).

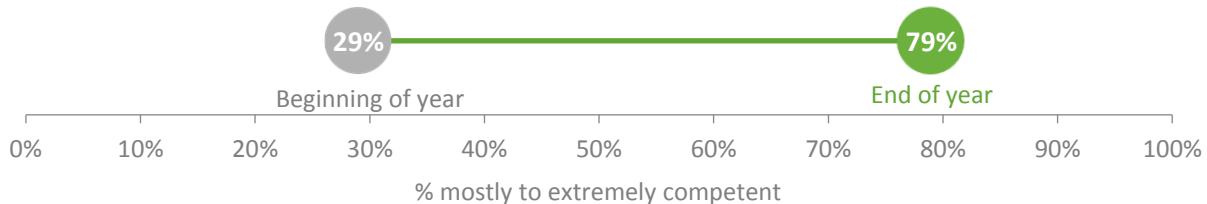
Table 1. Participation in 21st Century Learning Professional Development Opportunities

Practitioner Badge	41%
Leader Badge	7%
Camp 21	59%
Leader Network	14%
Creating and Facilitating Online and Blended Courses	24%

More respondents (79%) felt they were *moderately* to *extremely* competent in integrating the 6D21CL into daily classroom instruction at the end of the year compared to the start of the year (29%; Figure 7). Most respondents (82%) indicated that their participation in WCSD 21st Century Learning professional development had increased their competency to integrate the 6D21CL into curriculum planning and instruction *a moderate amount* to *a great deal*.

Figure 7

79% of the participants felt mostly to extremely competent to integrate the 6D21CL into instruction at the end of the year.



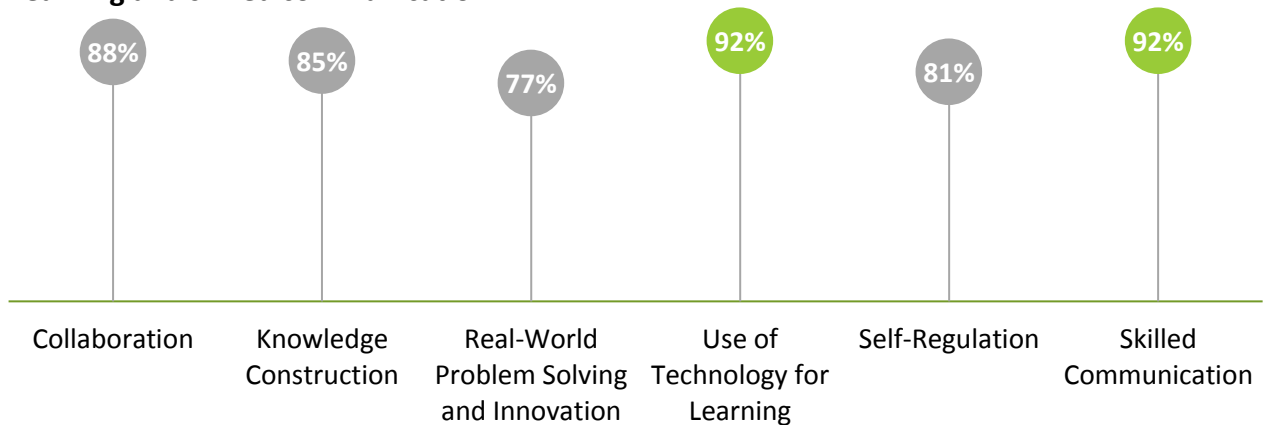
“Students and parents are motivated to explore apps and websites I have introduced based on my Camp 21 explorations. It is exciting to see my classroom become “high tech” as students try coding, create typewritten reports with images using Google Docs, explore the universe using Google Earth, etc. Students are excited about their learning while engaging in real-world applications.”—Camp 21 Participant

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Respondents indicated if they had integrated tools or resources related to each of the Six Dimensions of 21st Century Learning into their classrooms. Across all six dimensions, reported integration was high among respondents—from 77% to 92%. Integration was highest with respect to use of technology for learning and skilled communication. Participants reported the lowest levels of integration for real-world problem solving and innovation.

Figure 8

92% of participants had integrated tools or resources related to use of technology for learning and skilled communication.



Examples of WCSD 21st Century Learning Participant Implementation

- Adobe Spark, Scratch Jr, Canva, Kodables, Thinking Blocks, Math Playground, MakerSpace, Nearpod, Webquests, PBL,
- Collaborative documents such as Google Docs or MS Word, PBL, etc.
- Doing current events in Government with news videos embedded w/ formative assessment questions via EdPuzzle.com. I wasn't aware of this tool and the student like it much better than the traditional printed article with accompanying questions.
- Technology from modules in Camp 21 (hands-on, real life math problems, Google Forms and Quiz Templates, Glogster's interactive posters, Nearpod presentations)
- We integrated a 1:1 program in our grade level. Then we have started moving forward on project-based learning with real world problems that integrate all the 21st century skills.
- Microsoft teams- staff use Microsoft Learning Tools Assistive apps for students Accessibility features of technology

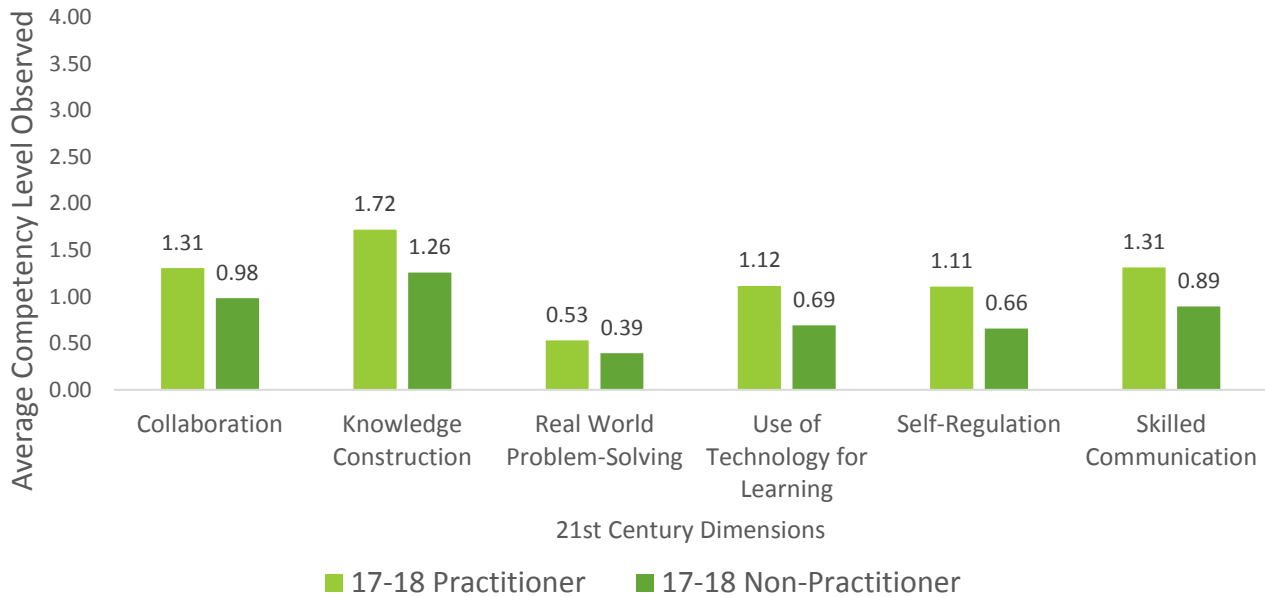
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21st Century Learning Classroom Observations

In 2017-18, 21st Century Learning Department staff members conducted observations in 121 21st CL Practitioner and 294 Non-Practitioner classrooms. They observed which of the Six Dimensions of 21st Century Learning were used, as well as the competency levels on each of the dimensions. Practitioners were observed demonstrating an average of 1.18 dimensions, compared to 0.82 dimensions observed in non-practitioner classrooms. Practitioners demonstrated higher competency levels on each of the six 21st Century Dimensions compared to non-practitioners (Figure 9). Practitioner scores were 0.37 higher than non-practitioner scores, on average. Practitioners had the highest competency levels with respect to knowledge construction, collaboration and skilled communication.

Figure 9

Practitioners demonstrated higher average competency levels on the six 21st Century Dimensions compared to non-practitioners.



Conclusion

Results from the participant surveys indicate the success of the 21st Century Learning programming in positively impacting teachers' ability to design and deliver 21st Century instruction.

- 1) *Teachers will report that Badge classes positively impacted their ability to design and deliver 21st Century instruction.*



Objective met: 82% indicated that their participation in WCSD 21st Century Learning professional development had increased their competency to integrate the 6D21CL into curriculum planning and instruction *a moderate amount to a great deal*.

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2) *Teachers will report that Leaders Network participation positively impacted their ability to design and deliver 21st Century instruction.*



Objective met: The percentage of Leaders Network participants who felt mostly or extremely able to design and deliver 21st Century instruction increased from 61% to 86% from the beginning to the end of the year.

3) *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: Practitioner observation scores on the Six Dimensions of 21st Century Learning were 0.37 higher than non-practitioner scores, on average.

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The goal of the Washoe County School District (WCSD) Title II Teacher on Special Assignment (TOSA) Alternative Route to Licensure (ARL) Support is to increase the quantity, diversity and effectiveness of teachers through Human Resources initiatives including Alternative Route to Licensure (ARL). The program strategies included utilizing a Teacher on Special Assignment (TOSA) to:

- Recruit, screen, and select ARL program participants;
- Coordinate the pre-service boot camp coursework ensuring alignment to the NVACS.
- Facilitate internship placements ensuring candidates are placed with mentor teachers that can assist in increasing the effectiveness of ARL teacher candidates.
- In partnership with a school administrator, observe each ARL candidate and evaluate eligibility for hire at the end of the pre-service ARL process, in order to identify those candidates that are best prepared and will be most successful in the classroom.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program, which consisted of tracking program objectives related to teacher evaluations and ARL cohort demographics.

34 ARL cohort members received support from the TOSA.

ARL Retention

The first year retention rate was 90% for the 2017-18 ARL cohort, representing a slight decrease from previous years (Table 1). Of the 2015-16 cohort, 80% were retained after year 2 and 73% were retained after year 3. The 2016-17 cohort had higher retention rates, with 88% retained after year 2.

Table 1. ARL Retention rates by cohort

Year Hired	# Hired	Year 1 Retained	%	Year 2 Retained	%	Year 3 Retained	%
2015-16	15	14	93%	12	80%	11	73%
2016-17	69	66	96%	61	88%	--	--
2017-18	31	28	90%	--		--	--

Objectives

- 1) Achieve first year evaluation ratings of effective and highly effective for ARL teachers at a rate equivalent to or better than those of teachers hired from traditional teacher preparation programs.

[Note: data provided is for minimally effective. Will need effective and highly effective rates]

Percentage of first year teachers with minimally effective evaluation rating		
	ARL cohort	Traditional Prep cohort
2015-2016	13.3%	9.8%
2016-2017	4.6%	6.1%
2017-2018	22%	8%



Objective not met: A higher percentage of ARL teachers than traditional prep teachers had a minimally effective first year evaluation rating. However, this percentage may improve because only 18 of the 34 total hires qualified for their year 1 evaluation this year as they were hired after the 40th day of the school year. Additionally, the ARL cohort size is much smaller than the traditional prep cohort, such that a few individuals with lower ratings can impact the percentages. It is important to note that the ARL cohort data for 2016-17 has now met the objective (only 4.6% minimally effective which is less than 6.1% of the traditional prep cohort) after the late hires from that cohort had first year evaluation data to add.

2) *Increase the number of male ARL cohort members.*

Percentage of Male ARL Cohort Members		
2015-2016	2016-2017	2017-2018
24.7%	37.3%	38%



Objective met: The percentage of male ARL cohort members increased slightly from 37.3% in 2016-2017 to 38% in 2017-2018.

3) *Increase the number of diverse cohort members.*

Percentage of Diverse ARL Cohort Members		
2015-2016	2016-2017	2017-2018
22.3%	22.3%	17.6%



Objective not met: The percentage of diverse cohort members decreased from 22.3% in 2016-2017 to 17.6% in 2017-2018.

4) Identify ARL teachers that are able to achieve their first year Student Learning Objective (SLO) goals at a rate equal to or better than traditionally trained first year teachers.

Data will be added when available

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The goal of the Washoe County School District (WCSD) Induction and Mentoring program is to increase the performance and retention rate of novice and Alternative Route to Licensure (ARL) teachers, who also are considered to be in the Peer Assistance and Review (PAR) program. In order to meet the goal, there is need to reduce caseload numbers for the Consulting Teachers by adding Consulting Teachers to the Mentor Program. Many of the Special Education teachers participated in the ARL program and need differentiated support in the areas of inclusive practice, co-teaching, and responsible scheduling. With the additional personnel, the Mentor Program will be better able to meet the research supported and recommended caseload numbers. Once the caseload numbers are met, the Consulting Teachers will be able to increase their frequency of contact to a weekly basis versus a bi-weekly and/or sometimes monthly basis. In 2017-18, the Department of Professional Learning employed three Consulting Teachers with the Title II funds. The activities of the Consulting Teacher included providing ongoing weekly or bi-weekly support through mentoring and coaching to improve performance and increase retention rates for novice teachers, underperforming teachers, and ARL teachers. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program, which consisted of tracking program objectives related to consulting teacher contact logs, teacher evaluations, and teacher and administrator surveys.

99 teachers were supported by the Consulting Teachers.

Teacher Client Survey

Fifty-one teachers completed a client survey regarding the quality of the support they had received from their Consulting Teacher. The majority of respondents were first year teachers (67%), while 24% were second year teachers. Survey respondents indicated a high level of satisfaction with all aspects of the consulting teachers (Figure 1). Most teachers (98%) indicated that the consulting teachers had met their expectations mostly or to a great degree.

Examples Teachers Gave of Consulting Teacher Strengths

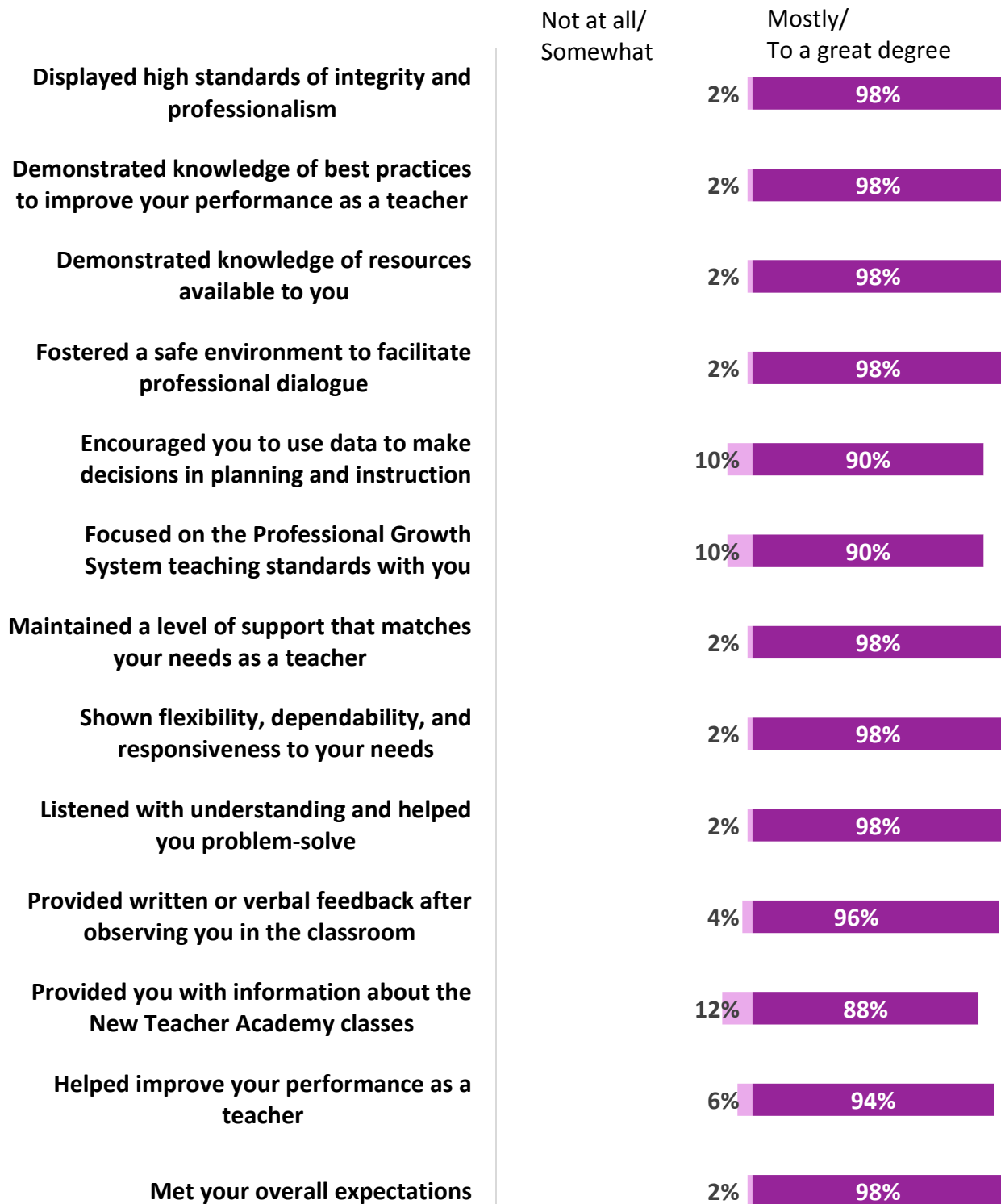
“She is very patient and understanding. She responds positively, and offers her assistance if I am struggling. She also offers me alternatives or suggestions to improve my classroom management techniques. She recommends classes and resources to strengthen or vary my SLO assessments.”

“My consulting teacher has been professional and responsive to my specific needs and shown a genuine interest in my success and growth.”

“She is positive and knowledgeable. She is always willing to give me feedback or model anything I do not feel comfortable with.”

Figure 1

Most of the teachers indicated the consulting teachers had helped improve their performance as a teacher mostly or to a great degree.

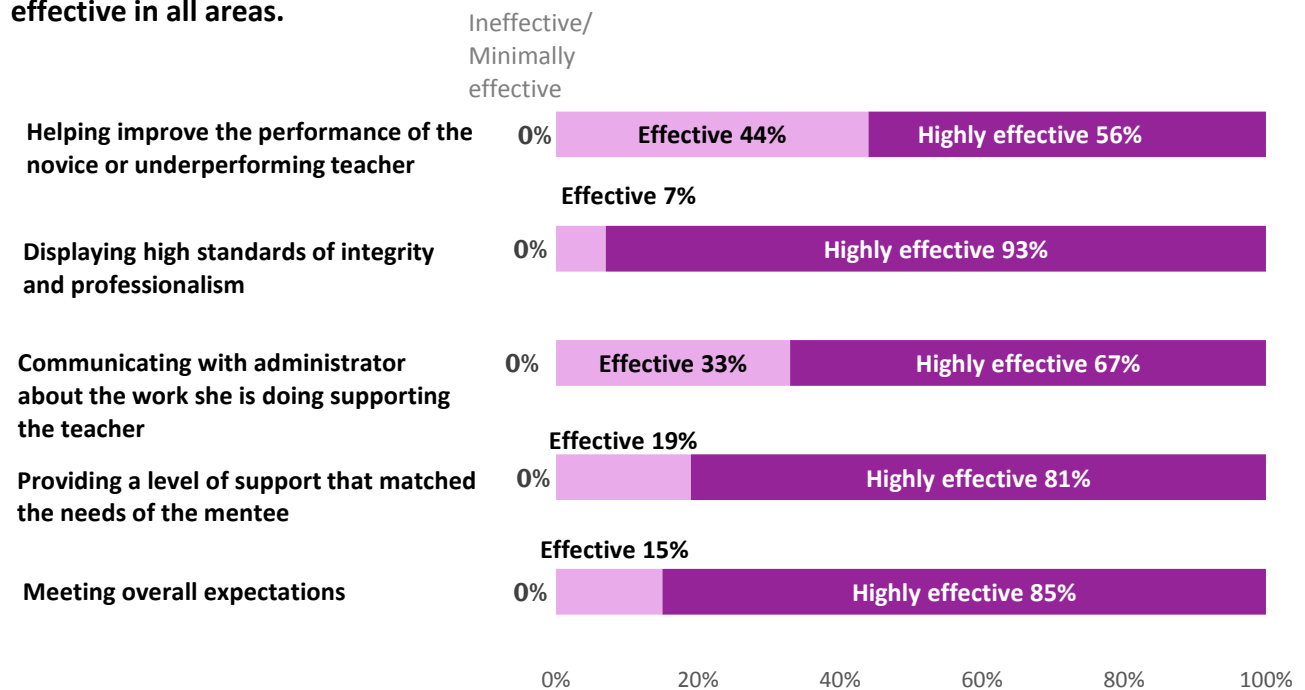


Administrator Survey

Twenty-seven administrators from schools of teachers supported by the consulting teachers completed a survey about the effectiveness of the support provided to the novice or underperforming teachers. All the respondents rated the consulting teachers as effective or highly effective with respect to each of the topics (Figure 2).

Figure 2

100% of the administrator respondents found the consulting teacher to be effective or highly effective in all areas.



Consulting Teacher Logs

The consulting teachers tracked mentoring time with the teachers (N=99). The consulting teachers met with the teachers they mentored an average of once every 1.5 weeks, an increase from the frequency last year.

Teacher Evaluations

First year teacher evaluations were reviewed for the 79 teachers supported by the consulting teachers who were hired in time to be included in the evaluations. Ninety-one percent of the teachers were rated as effective or highly effective (Table 1).

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Table 1. 73% of first year teachers supported by the Consulting Teachers received evaluations of effective or highly effective.

Ineffective Evaluation	Developing	Effective Evaluation	Highly Effective Evaluation
0%	9%	82%	9%

Conclusion

The Special Education Consulting Teacher was successful in mentoring novice teachers as evidenced by the accomplished program objectives. Mentoring frequency was increased from last year and met the goal of meeting with teachers on a weekly or bi-weekly basis. Furthermore, the percentage of first year teachers with effective or highly effective ratings met the target. Both teachers and administrators indicated that the consulting teacher had met their expectations and was effective in improving teacher performance.

- 1) *Contact Logs will show Consulting Teachers met with Special Education and Secondary/Elementary General Education Teachers on a weekly or bi-weekly basis.*



Objective met: The special education consulting teachers were able to average meetings with teachers once every 1.5 weeks.

- 2) *Achieve first year evaluation ratings for novice and ARL teachers at the effective level for 85% of teachers who are supported with the additional Consulting Teachers.*



Objective met: 91% of the first year teachers supported by the Consulting Teachers had a first year evaluation rating of effective or highly effective.

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WCSD Title II English Learners Evaluation Bulletin 2018

Title II English Learners (EL) programming consisted of multiple professional development and intervention support strategies targeting English learners (ELs) in the Washoe County School District (WCSD). The purpose of the GLAD programming is to improve the quality and effectiveness of teachers, principals and school leaders in the use of evidence-based effective strategies to improve student achievement for, not only English Learners, but also all learners of varying abilities and language proficiency levels. During the 2017-2018 school year, EL professional development coordinators facilitated a number of professional development sessions on Guided Language Acquisition Design (GLAD), including the Two-Day Research & Theory Training, Five-Day Classroom Demonstration Training, and Going Deeper with GLAD in-service class. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to track participant progress, as well as to collect feedback from training participants regarding the effectiveness of the current EL professional development programming.

112 teachers participated in GLAD trainings in 2017-18.

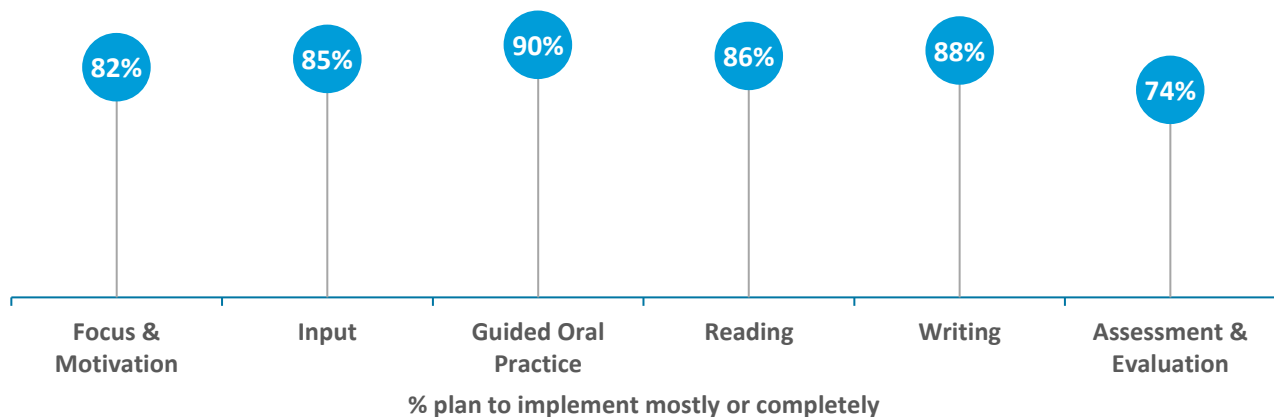
Guided Language Acquisition Design (GLAD)

GLAD: Research, Theory & Classroom Implications (Two-day session)

A total of 106 participants from the GLAD two-day theory and research sessions completed an exit survey. Participants came from 39 school sites and had an average of nine years of experience in education. Endorsed ESL instructors comprised 22% of the participants. Two strategies of the GLAD Framework specifically promote cross-cultural respect and sensitivity—the *Three Personal Standards* (show respect, make good decisions, and solve problems) and *the T-Graph for social skills and team points*. The majority of participants (82%) in the two-day demonstration session indicated that they would integrate the strategies into their instructional practice *mostly or completely*. When asked to what extent they planned to integrate additional GLAD strategies into their instructional practice, the highest percentage of respondents (90%) indicated they planned to implement Guided Oral Practice mostly or completely (Figure 1). The lowest percentage of respondents (74%) planned to implement Assessment and Evaluation mostly or completely.

Figure 1

74% to 90% of participants planned to implement the GLAD components mostly or completely or already practiced them.



Participants were asked about their understanding and need for further professional development in terms of four learning objectives of the GLAD sessions—the components of the Wiggins and McTighe’s backward planning model used within the GLAD Framework. The majority of participants indicated they had a good understanding

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of the concepts (Figure 2); However, more than half of the participants indicated they had a moderate to high need for further professional development in those areas (Figure 3).

Figure 2

82-88% of GLAD 2-day participants reported understanding the purpose and concept of the GLAD backward planning strategies quite a bit to very much.

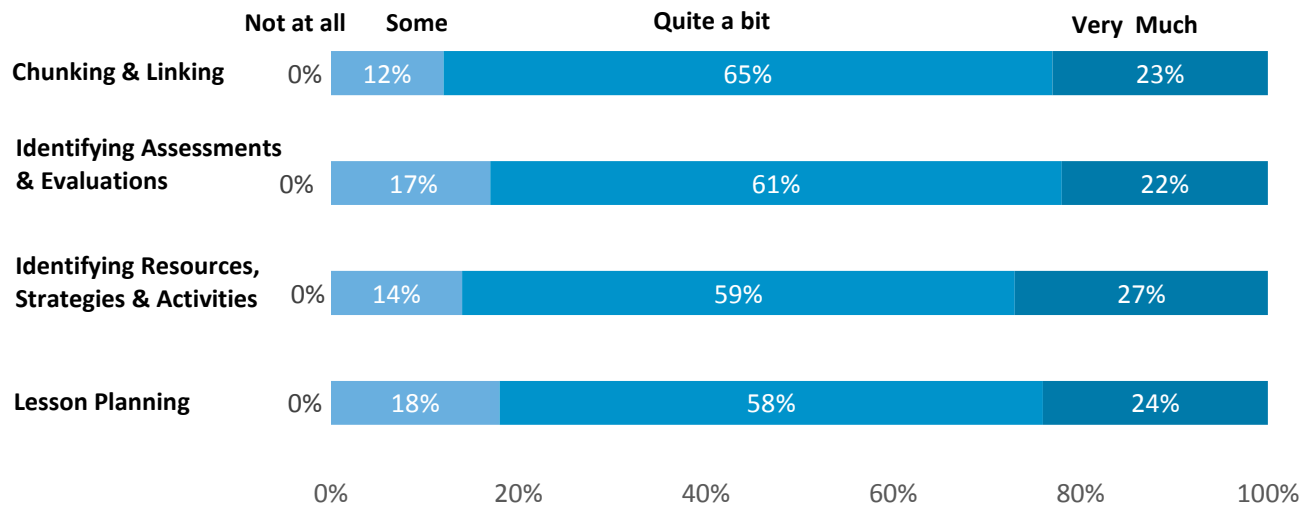
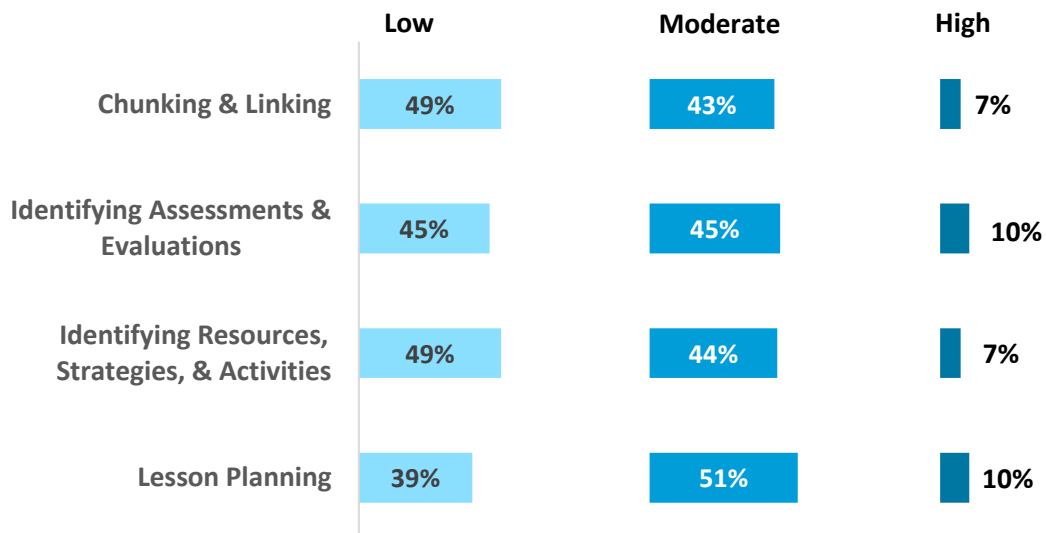


Figure 3

62% of respondents reported needing a moderate or high amount of additional professional development related to lesson planning.



When asked to what extent the two-day presentation met their expectations, 97% of participants indicated that it had *mostly* or *completely* met expectations. Other findings include:

- 89% of respondents indicated they planned to implement what they learned in their work within the next 30 days.

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- 99% agreed or strongly agreed that they now have a basic and broad understanding of the nature of GLAD.
- 100% agreed or strongly agreed they have a basic understanding of the components of GLAD.
- 98% agreed or strongly agreed that the information in the course is very applicable to their teaching.

“Thank you for the outstanding opportunity to learn from these professional master teachers!”
GLAD 2-day participant

GLAD Demonstration and Planning Session (Five-day session)

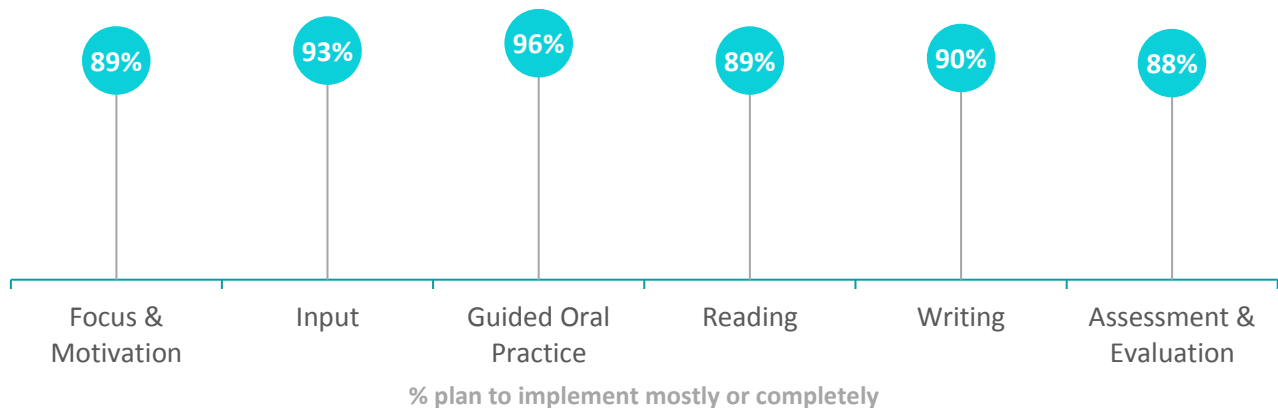
A total of 93 participants from the GLAD five-day demonstration session completed an exit survey for the evaluation of the sessions. Participants represented 37 different schools. Training participants had a range from 1 year to 25 years of teaching experience, with an average of seven years’ experience. Twenty-four percent reported that they were an endorsed ESL instructor. Sixty-six percent of the participants reported they had attended the GLAD two-day professional development session “GLAD: Theory and Research.” All of the participants (100%) indicated the training had *mostly* or *completely* met their expectations. Participants were asked to respond to a series of evaluative statements related to some of the targeted outcomes of the GLAD training.

- 87% indicated they planned to implement what they learned in their work within the next 30 days.
- 99% agreed or strongly agreed that they now have a basic and broad understanding of the nature of GLAD.
- 100% agreed or strongly agreed they have a basic understanding of the components of GLAD.

When asked to what extent they planned to integrate additional GLAD strategies into their instructional practice, most of the participants of the five-day session indicated they would implement the six GLAD components mostly or completely or it was already in practice (Figure 4). The highest percentage of participants (96%) indicated they would implement Guided Oral Practice, while the lowest percentage of participants (88%) indicated they would implement Assessment & Evaluation.

Figure 4

88% to 96% of participants planned to implement the GLAD components mostly or completely or already practiced them.



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Nearly all participants (90%) in the five-day demonstration session indicated that they would *mostly* or *completely* integrate the *Three Personal Standards* (show respect, make good decisions, and solve problems) and the *T-Graph for social skills and team points* strategies into their instructional practice. Demonstration session participants also were asked about how competent they felt implementing the GLAD strategies (Figure 5). Participants felt most competent identifying resources, strategies and activities and least competent identifying assessments and evaluations. For five-day participants, the highest need for additional professional development was related to identifying resources, strategies and activities and lesson planning (Figure 6).

Figure 5

79%-88% felt competent implementing the GLAD strategies quite a bit or very much.

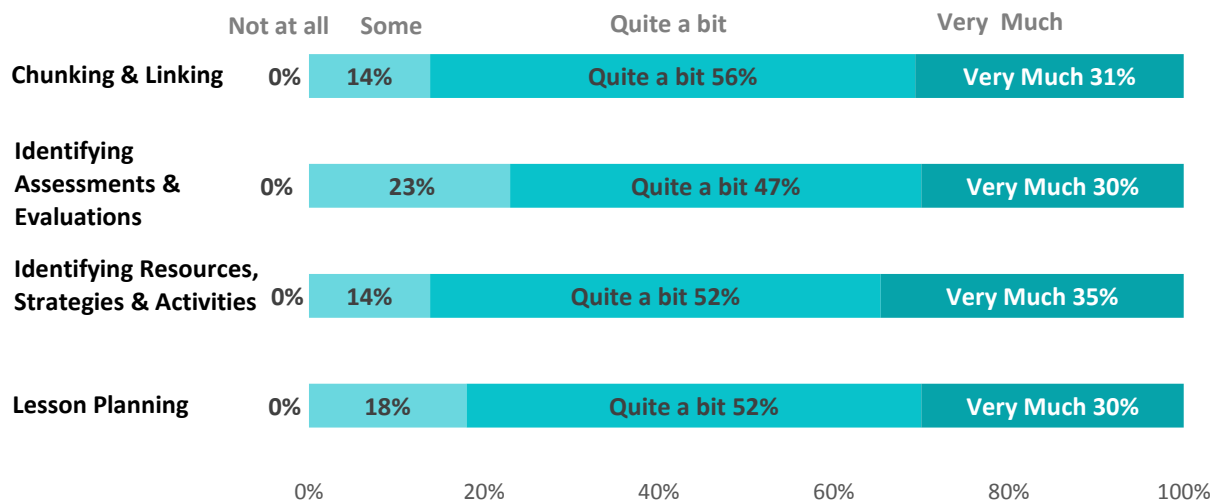
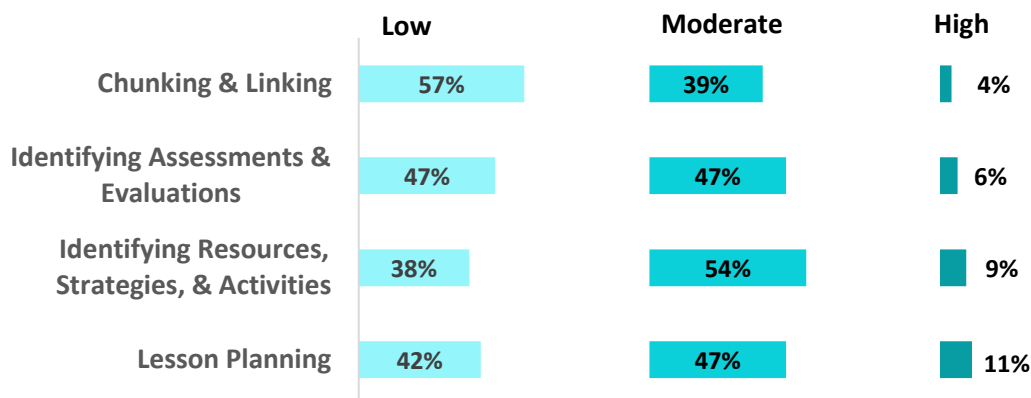


Figure 6

63% of respondents reported needing a moderate or high amount of additional professional development related to identifying resources, strategies, & activities.



“This training is amazing and I think that all administrators and teachers should take it so they can see that it does hit so many standards and it does teach language!” –GLAD 5-day participant

GLAD Refresher

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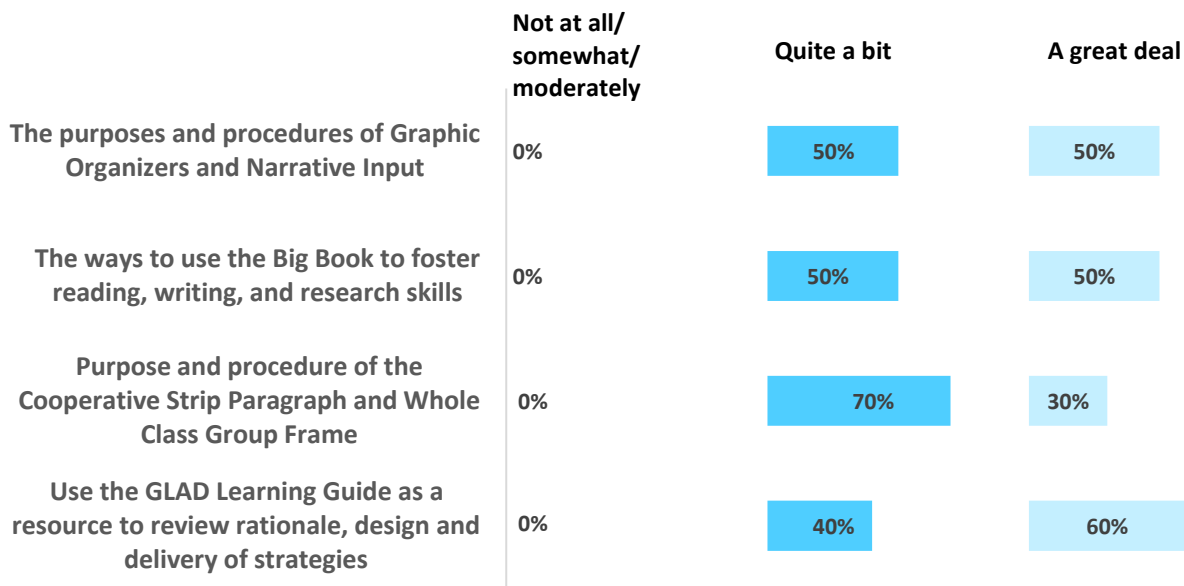
A total of 10 participants from the GLAD Refresher demonstration session completed an exit survey for the evaluation of the sessions. Nearly all of the respondents (90-100%) reported that the GLAD refresher class had:

- Renewed their excitement for teaching using Guided Language Acquisition Strategies in Core Knowledge quite a bit or a great deal (100%);
- Increased their ability to implement a strategy more fully and with intentionality quite a bit or a great deal (90%); and,
- Helped them develop a clearer understanding of how GLAD strategies are a vehicle to move students toward unit targets by systematically developing content and language quite a bit or a great deal (90%).

GLAD Refresher participants were asked to rate how much the GLAD Refresher class increased their knowledge of four GLAD strategies (Figure 7). All of the respondents said their knowledge was increased related to each of the GLAD aspects.

Figure 7

All of the respondents reported that the GLAD refresher increased their knowledge of four aspects of GLAD quite a bit or a great deal.

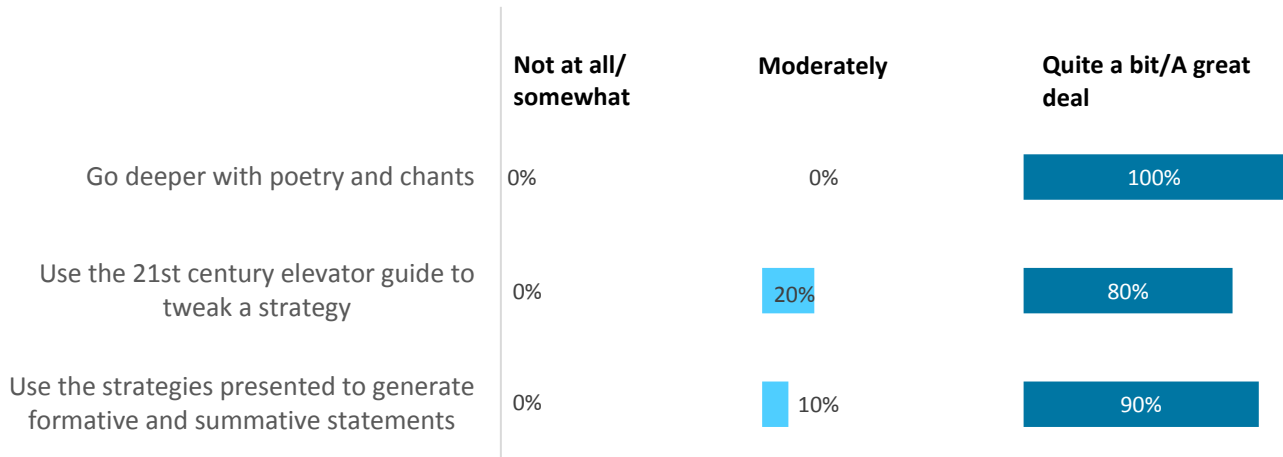


The majority of respondents indicated that the Refresher had increased their ability to implement each of three strategies quite a bit or a great deal (Figure 8). Most respondents (80%) said they were satisfied with their current level of information and support related to the training topics.

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Figure 8

100% reported that the GLAD refresher increased their ability to go deeper with poetry and chants quite a bit or a great deal.

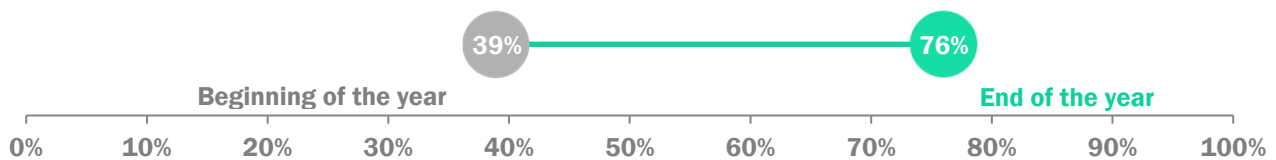


GLAD Follow-Up Survey

The GLAD end-of-year follow-up evaluation survey was completed online by 51 teachers who had received GLAD training during the 2017-18 school year. The majority of respondents (65%) attended the 2-day GLAD training. Sixty-one percent attended the 5-day training and 22% attended the *Going Deeper with GLAD Strategies*. Respondents could have attended multiple sessions. Sixty-three percent of respondents reported that the GLAD training and EL support had been mostly or extremely useful to their work in the past year. The majority of respondents reported increased competence implementing GLAD strategies from the beginning to the end of the year (Figure 9).

Figure 9

76% of respondents felt mostly or extremely competent implementing GLAD strategies at the end of the year compared to 39% at the beginning of the year.



The majority of respondents found that GLAD trainings had helped improve their effectiveness in four areas, with the highest percentage indicating it had improved their effectiveness in *using strategies that provide students with opportunities for more oral language production* quite a bit or a lot (Figure 10). Follow-up respondents felt most competent at lesson planning and least competent with chunking and linking (Table 1). GLAD participants indicated the extent to which they had incorporated each of the six GLAD components into their instructional practice (Figure 11). Participants reported the highest levels of incorporation of Guided Oral Practice, while Assessment & Evaluation was incorporated to the least extent. The majority of respondents (79%) indicated they were satisfied with their current level of information and support related to GLAD or could help someone else learn the information; however, 21% indicated they still need some more information and/or support.

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Figure 10

The majority of respondents reported that the GLAD trainings and EL support had helped improve their effectiveness in using strategies quite a bit or a lot.

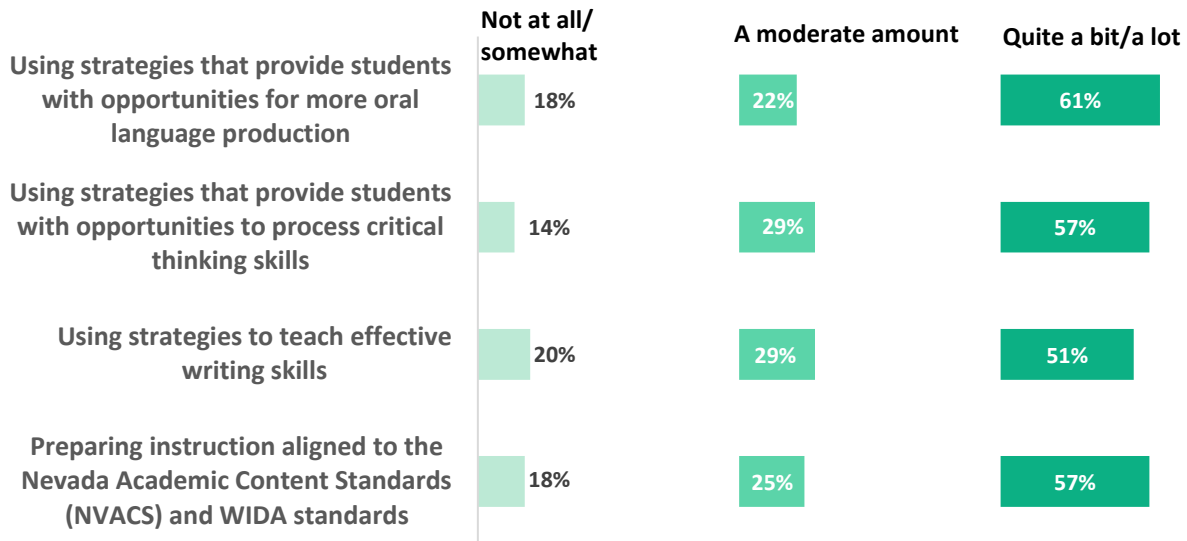


Table 1. Backward Planning Strategies

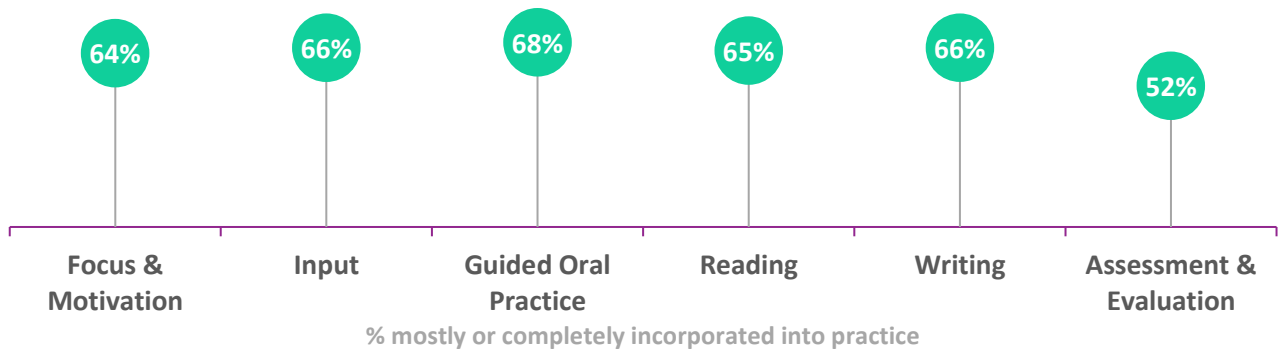
% Feel quite a bit or very competent

<i>Chunking and Linking</i> (Connection of standards, concepts and skills)	53%
<i>Identifying Assessments and Evaluations</i> (On-going assessment of progress from pre to post)	59%
<i>Identifying Resources, Strategies, & Activities</i> (Unit outlines and sequencing to target standards)	80%
<i>Lesson Planning</i> (Teach to the highest and scaffold up)	82%

Ratings of Extent of Competence on four-point scale (1) Not at all, (2) Some, (3) Quite a bit, (4) Very much

Figure 11

68% had incorporated Guided Oral Practice mostly or completely into their instructional practice.



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Student Achievement Data

Will be added to final bulletin when data is available.

ELPA Proficiency Rates.

SBAC.

Graduation Rates.

Evaluation Bulletin prepared by:
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WCSD Title II Leadership Development Evaluation Bulletin 2018

The purpose of Washoe County School District's (WCSD) Division of Leadership Development is to engage in continuous improvement in order to build a strong leadership pool through providing leadership professional development opportunities for aspiring administrators, as well as for current administrative staff. The areas of focus included data-driven decision making, cultural competency, Nevada Academic Content Standards (NVACS), and the teacher, principal/assistant principal professional growth system. Ongoing training was designed to positively influence recruitment, retention and performance rates.

In 2017-2018, through mentoring, coaching, and quality professional learning courses addressing the WCSD Four Fundamentals (Core curriculum and Instruction, Inclusive Practice, Climate and Engagement, and Multi-tiered Systems of Support), the Division of Leadership Development worked to build the knowledge and competencies of current and aspiring leaders to address the needs of the diverse populations in our schools. Leadership Development activities in 2017-18 included coaching and mentoring for novice principals and assistant principals, Washoe Academy of School Leaders (WASL), UNR/WCSD NV Leads, and McRel Balanced Leadership courses. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program. The usefulness and change-in-practice associated with the professional development programming and support for these areas was assessed by exit surveys.

XX leaders participated in
Leadership Development
professional learning in 2017-18.

Washoe Academy of School Leaders (WASL)

In the 2017-2018 school year, WCSD continued the Washoe Academy of School Leaders (WASL) for the seventh year. WASL is a program that provides professional development, administrative support, and collegial mentoring to help develop leadership skills in current and aspiring principals. The mission of WASL is to develop a new generation of outstanding, transformational building-level leaders in Washoe County. The academy was comprised of six, one- and two-day sessions spread out over the course of the school year. 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*

Attendees rated their knowledge of topics before and after the six WASL sessions. Participants perceived an increase in knowledge related to each of the topics, with the greatest increase in developing a compelling state of mind after the February session (Figure 1). Participants also rated their perceived competence to implement what they learned before and after the sessions.

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Participants perceived an increase in competence for all of the skills, with the greatest increase in understanding the importance of instructional leadership (Figure 2).

Figure 1

WASL participants' knowledge increased on the topics from before to after the sessions.

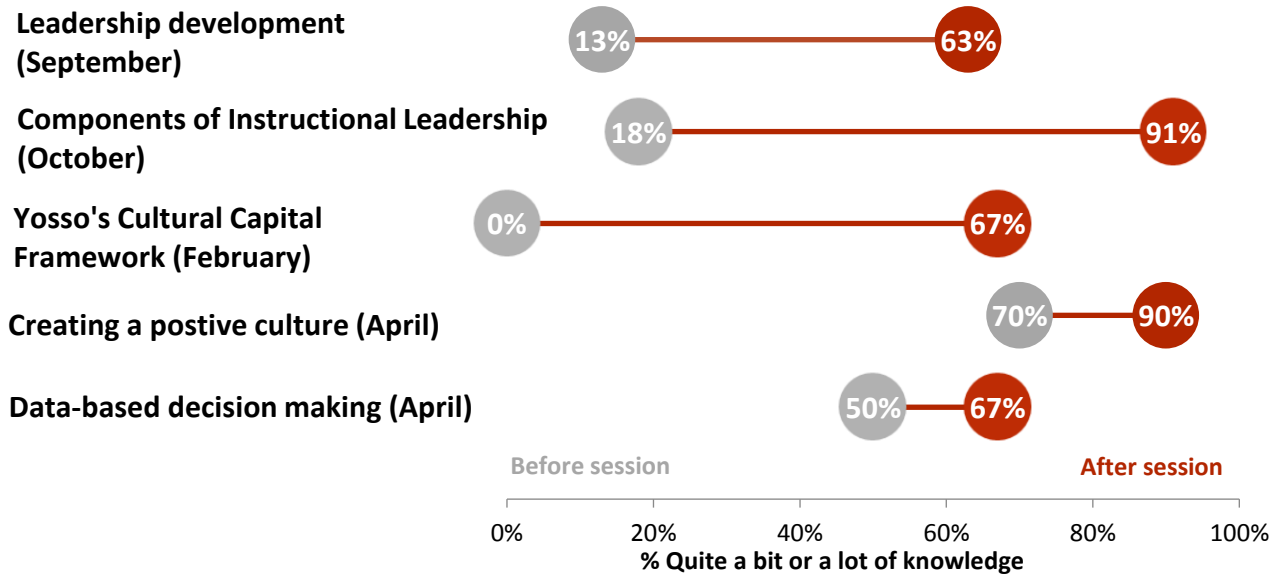
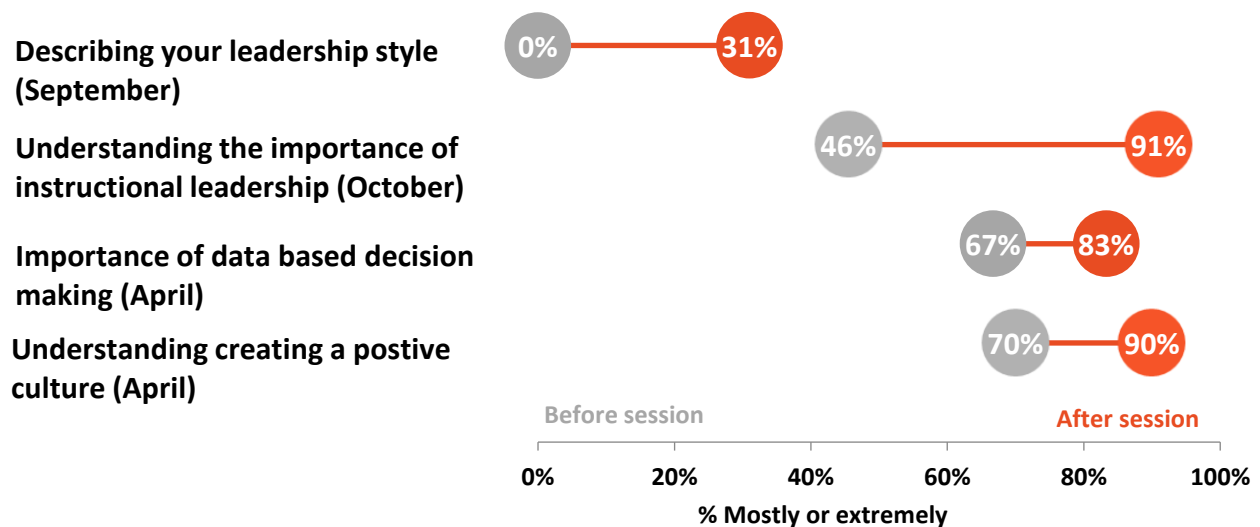


Figure 2

WASL participants' feelings of competency on the skills increased from before to after the sessions.



Most participants reported that it was *very* or *extremely* likely that they would implement what they learned from the session in the next 30 days (Figure 3). WASL participants rated how useful or valuable some activities and panels were to them. The highest percentages of participants rated the time to

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collaborate and discuss leadership story as very or extremely useful and the time spent on sharing ideas during the focus group as extremely valuable (Figure 4).

Figure 3

63%-91% of WASL participants indicated it was very or extremely likely they would implement what they learned in the next 30 days.

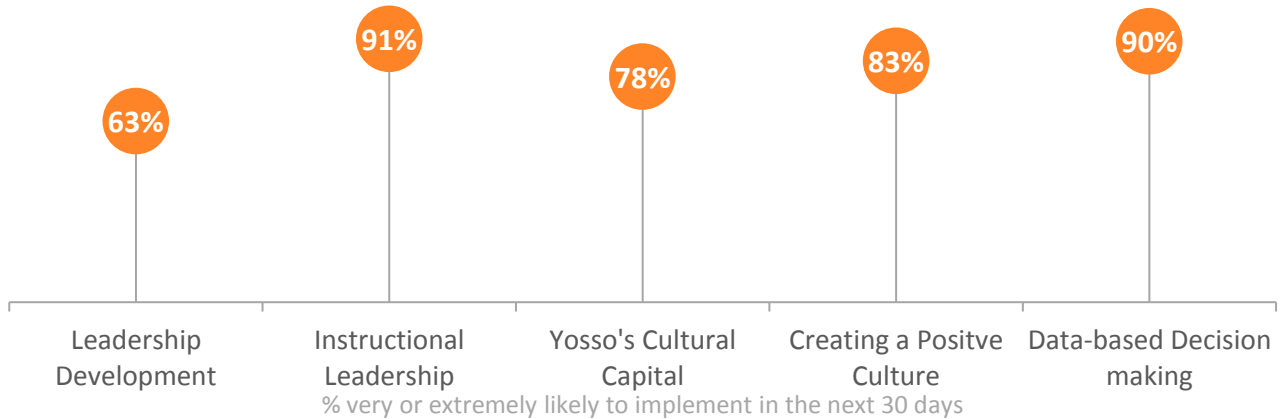
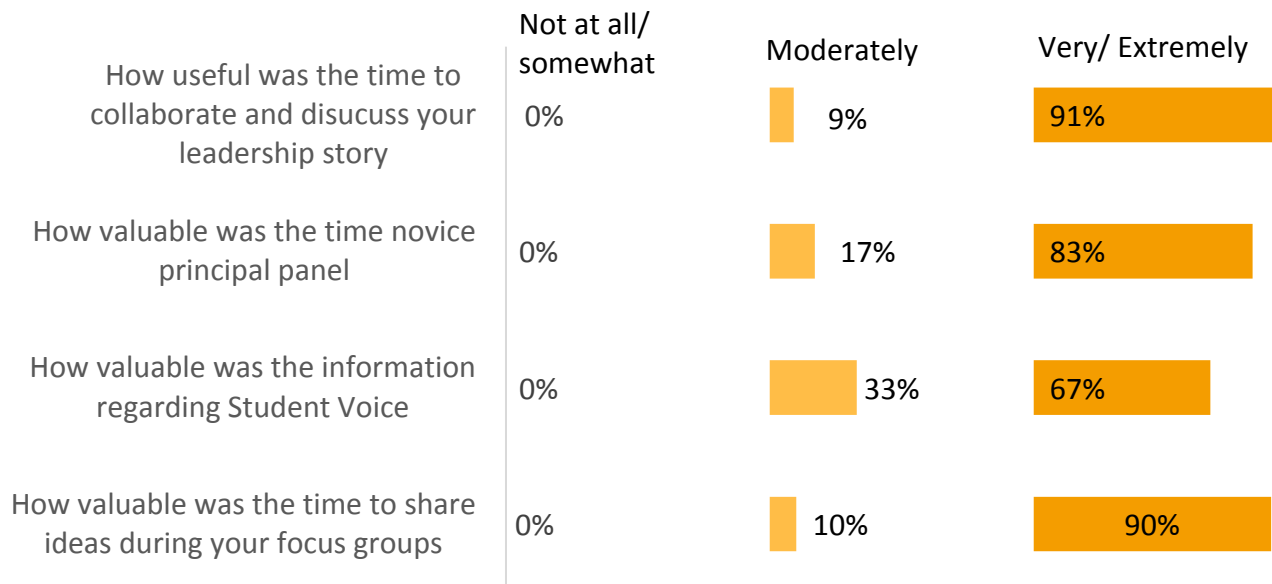


Figure 4

91% of WASL participants found the leadership story very or extremely useful.



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WASL Focus Groups

The WCSD Office of Accountability conducted two focus groups with WASL participants in June 2018. Key findings from that report are highlighted below.

Strengths of Program	
Assistant Principals	Deans/TOSAs/Coordinators
<ul style="list-style-type: none"> • Collaboration and collegial network building • Applicable resources they could use at current site • Entry plan activities • Guest speakers 	<ul style="list-style-type: none"> • Exposure to “larger picture of district” • Collaboration and collegial network building • Opportunity to reflect on leadership • New principal panel

Opportunities for Improvement	
Assistant Principals	Deans/TOSAs/Coordinators
<ul style="list-style-type: none"> • More applied, less theoretical content and practical activities • More information on school budgets • Have principal mentors rather than school visits 	<ul style="list-style-type: none"> • Better coordination with NV Leads and HR • Replace study school visits with principal mentoring

McRel

The Mid-continent Research on Education and Learning (McREL) Balanced Leadership series was offered to assistant principals to directly support the skills and responsibilities needed for their job. Four topics were presented in McREL sessions—*Balanced Leadership Overview*, *Developing a Purposeful Community*, *Focus of Leadership*, and *Managing Change*. Evaluation survey responses were highly favorable regarding the usefulness and relevance of the session (Table 1).

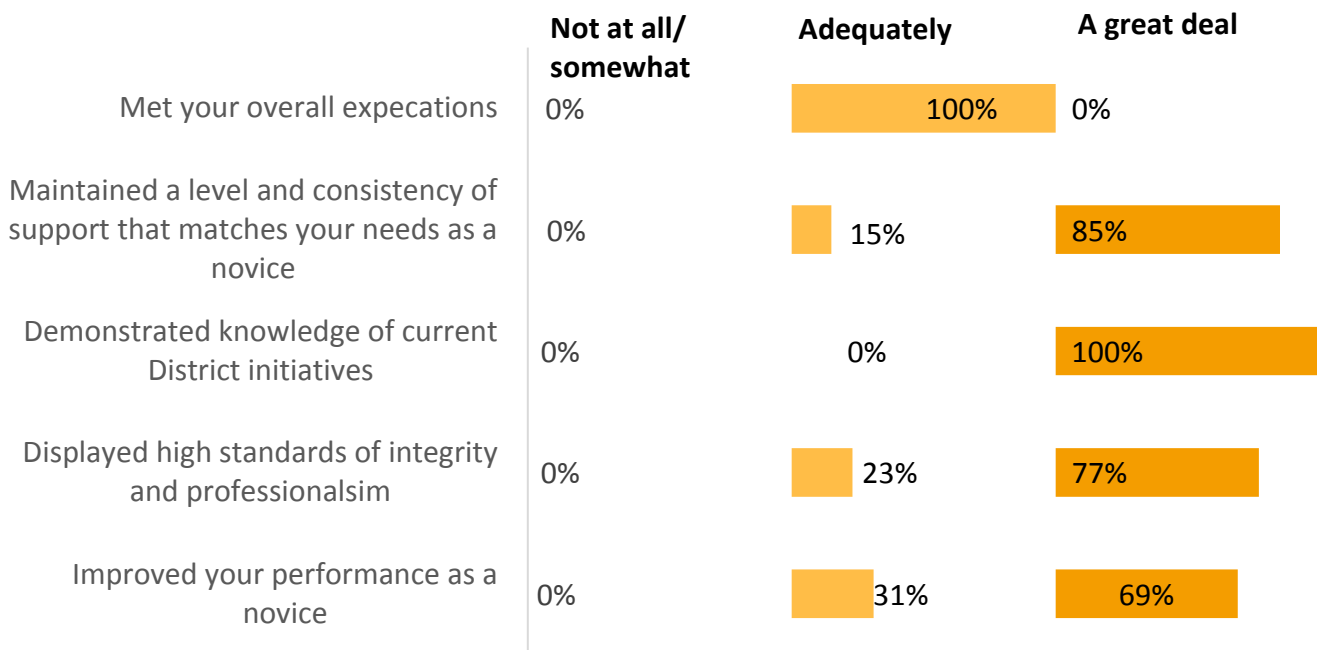
Table 1. McREL Balanced Leadership	<i>Balanced Leadership Overview</i>	<i>Developing a purposeful community</i>	<i>Focus of Leadership</i>	<i>Managing Change</i>
	% Strongly Agree	% Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree
I expect to use the information and skills acquired during this session in my work.	100%	100%	91%	100%
	% good or very good	% good or very good	% good or very good	% good or very good
Overall usefulness of the session	100%	100%	100%	100%
This session provided information that will be relevant in my work.	100%	100%	--	--

Novice Assistant Principal Survey

Thirteen novice assistant principals completed an evaluation survey regarding the support they received from the Leadership Development Principal in 2017-18. For each of item, participants indicated the Leadership Development Principal displayed, demonstrated, maintained, or improved training adequately or a great deal. All participants felt the training adequately met expectations (Figure 5).

Figure 5

100% of participants reported the Leadership Development Principal demonstrated a great deal of knowledge on current district initiatives.



Student Achievement Data

Will be added when available

DRA.

SBAC.

Graduation Rates.

Objectives

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.*

[Note: Checking on data available to see if it fits this objective and will update]

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



Objective not met: 47% of assistant principals completed two McRel modules.

[Note: Checking on data to clarify and will update if needed]

3) *End of course surveys will indicate a 90% satisfaction rate with the relevance and applicability of the content presented in leadership modules.*



Objective met: 91%-100% of participants were satisfied with the relevance and applicability of the content presented in the leadership modules.

4) *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 met: Most WASL participants reported increased understanding and competence related to the leadership topics and found the activities to be valuable.

Evaluation Bulletin prepared by:

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The goal of the Washoe County School District (WCSD) Title II funded Nevada Academic Content Standards (NVACS) Professional Learning is to expand professional development opportunities for classroom teachers in order to prepare them with the strategies and content knowledge needed to ensure student success in accessing the NVACS. NVACS offered a variety of courses through the year, provided PLC support, and, at some schools, provided intensive K-5 math support. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program. Online follow-up surveys were administered to NVACS professional learning participants in spring 2018. Note: All percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

832 teachers participated in NVACS professional learning and support in 2017-18.

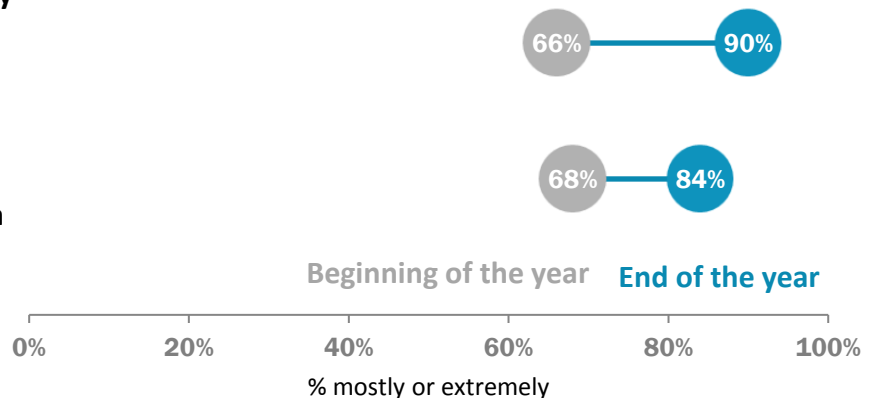
K-12 Content Area Literacy Professional Learning

An end-of-year evaluation survey was administered online to teachers who had participated K-12 content area professional learning courses. The K-12 content area literacy portion of the survey was completed by 177 respondents, representing teachers from grades K through 12 and a few who were not classroom teachers. Respondents were dispersed evenly by grade level with the highest representation from K, 1st, 2nd, and 10th grade teachers. Respondents rated understanding of strategies and confidence to teach content at the end of the year and, retrospectively, at the beginning of the year. Respondents perceived increases in both their understanding of content area literacy instructional and assessment strategies and their confidence to teach grade-level content aligned with NVACS in content area literacy from the beginning of the year to the end of the year (Figure 1).

Figure 1
Participants' understanding and confidence in teaching content area literacy increased from the beginning to the end of the year.

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

Confident to teach students grade-level content aligned with NVACS in content area literacy.



Examples of K-12 content area literacy course participants implementation

Working with the revised standards and helping to create the scope and sequence for next year helped me to better understand expectations as well as strategies on how to better implement them for next year.

How to use questions as a way of promoting critical thinking

I learned that writing (I believe the most difficult and demanding of all subjects) can be chunked, flexible, and even fun, making it more manageable.

I worked on implementing the Literacy Continuum throughout the day. I feel comfortable in running guided reading groups and meeting the needs of my students.

The literacy course of Inquiry Design Fellows helped me deeply understand the new social studies standards that go into effect this August.

We have implemented better formative and summative assessments by coming up with an overarching objective to guide our focus for teaching using Core Knowledge.

K-5 Math Professional Learning and Support

K-5 Math Support Documentation Log. NVACS K-5 Math professional learning consisted of professional learning courses as well as Teachers on Special Assignment (TOSA) who provided math support to teachers at some schools. Math Support TOSAs tracked the number of hours and types of supports provided to the schools they worked with during the year. They provided over 1,700 hours of support to teachers at 59 schools during 2017-2018. The number of times support was provided to the schools ranged from 1 to 253 times. Most of the support (93%) was provided at the school site. The TOSAs most frequently focused on collaborating and coaching during their support visits (Figure 2). Their work consisted of co-teaching cycles and mathematics planning most frequently (Figure 3).

Figure 2

The Math Support TOSAs spent 55% of their support hours focusing on Collaborating and 29% on Coaching.

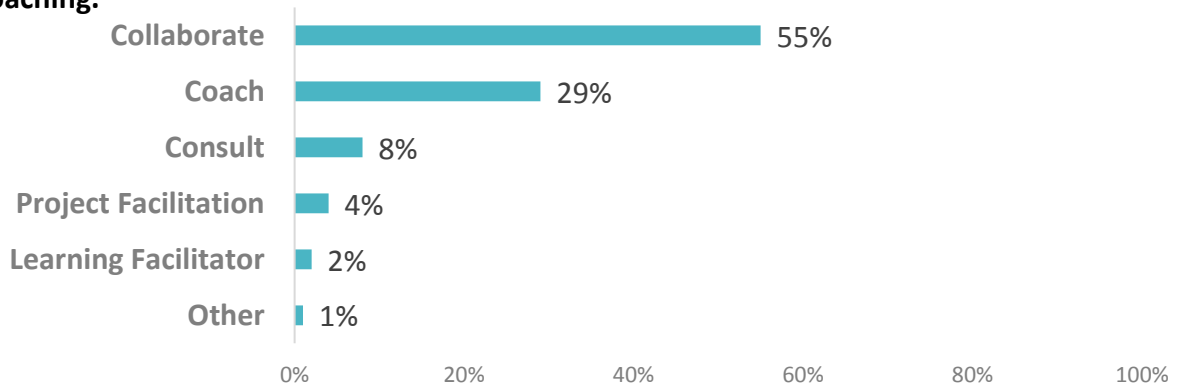
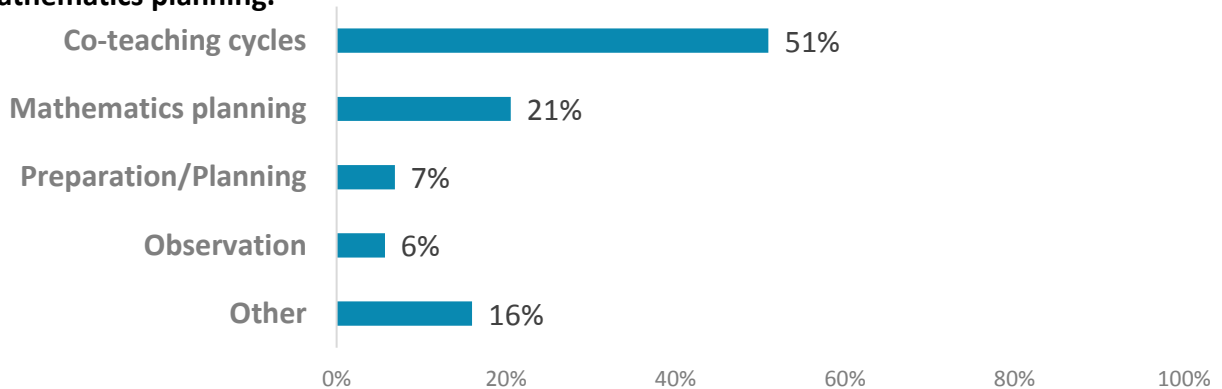


Figure 3

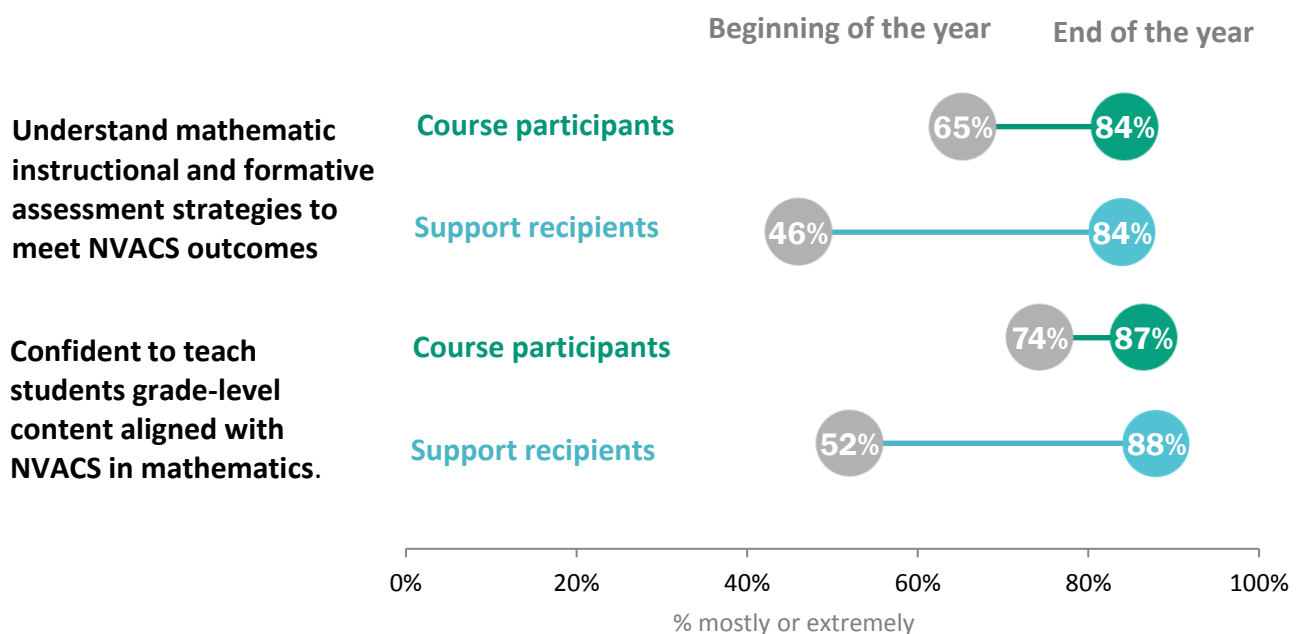
The Math Support TOSAs spent 51% of their support hours on co-teaching cycles and 21% mathematics planning.



K-5 Math Professional Learning and Support Survey. K-5 Math professional learning included professional learning courses, as well as more intensive TOSA-provided supports in which some schools opted to participate. Teachers who had participated in the math courses and/or received intensive support completed an online, end-of-year evaluation survey. The survey was completed by 105 teachers who had participated in K-5 Math courses and by 83 teachers who had received additional math support, for a total of 188 respondents. Respondents rated their understanding of math strategies and confidence to teach math content at the end of the year and, retrospectively, at the beginning of the year. Higher percentages of math support recipients than math course only participants perceived increases in their understanding of mathematics instructional and assessment

Figure 4

K-5 Math Support recipients' understanding of math strategies and confidence to teach math increased more than K-5 course participants' from the beginning to the end of the year.



strategies and their confidence to teach grade-level content aligned with NVACS in math from the beginning of the year to the end of the year (Figure 4). End-of-year understanding and confidence levels were similar between the two groups; however, retrospectively, math support recipients perceived more growth in their levels of understanding and confidence. The majority of math support recipients reported that it was mostly or extremely beneficial to their work (Figure 5).

Examples of K-5 math professional learning course participant implementation

How to use the materials in the most effective engaging ways to benefit student learning. Not only from me but from each other sharing.

How to implement standards based assessments and create standards based units.

We use the resource tools to help students better understand concepts.

Using technology to enhance my lessons and get maximum student participation.

Using the Bridges assessments to help with progress reports.

Figure 5

70% of the math support recipients reported it to be mostly or extremely beneficial to their work.



Examples of K-5 math support recipient implementation

- *How to look at the Solve and Share to help plan and generate questions for the entire unit. We learned how to look at how each Solve and Share piece connects to the overall learning objective.*
- *How to plan for students emerging approaching and meeting standards. How to move from concrete to representational to abstract*
- *How to use my formative assessments in math to drive my instruction in the most powerful way.*
- *I learned how to make math instruction student based, where students explain their strategies and ask each other questions/clarifications.*
- *I learned so many things. Questioning strategies, varieties of strategies for students to choose from, scoring strategies, implementation strategies, review techniques and problem solving discussions have all been beneficial for my students.*

- *One example that comes to mind that I look at each time I work with the students is their strategy choice. While we have taught many strategies, I still see some students using a strategy that may take longer but they are more comfortable using. I now understand why they are using a particular strategy and I have been able to help most transition to using multiple strategies.*
- *Working with the TOSA this year showed me the importance of particular teaching strategies and how they connect to past and future learning.*

Without the support and working with the K-5 Math TOSAS this year, I feel I would have not been able to help as many students progress because I would not have known how to help them move through different strategies. They helped me also feel like I was not the only one having issues and talking together, we were able to help each other. –Math Support Recipient

Student Achievement Data

Will be added when available

DRA.

SBAC.

Graduation Rates.

Conclusion

Results from the NVACS professional learning and support follow-up surveys provide evidence of the success of the NVACS Professional Learning in meeting the following measurable objectives in 2017-18.

- 1) *Teachers will demonstrate a deeper understanding of subject area outcomes; including, instructional and formative assessment strategies required to meet intended outcomes of the NVACS in K-5 mathematics & K-12 content area literacy.*

Objective met:



From the beginning to the end of the year, understanding of instructional and formative assessment strategies increased from 66% to 90% percent for K-12 content area literacy and from 46% to 84% for math.

- 2) *Teachers will demonstrate increased confidence to teach grade-level content that is aligned with NVACS in K-5 Mathematics & K-12 content area literacy.*

Objective met:



From the beginning to the end of the year, confidence in teachers' ability to teach students grade-level content that is aligned with NVACS increased from 68% to 84% in content area literacy and from 52% to 88% in math.

- 3) *Students whose teachers participate in ongoing, sustained NVACS professional development will demonstrate increased abilities to demonstrate the Smarter Balanced Assessment Consortium (SBAC) claims.*

Will be updated when data is available

Evaluation Bulletin prepared by:

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Title II School Improvement Coordinator Evaluation Bulletin 2018

The Washoe County School District (WCSD) Title II School Improvement Coordinators (SICs) are responsible to facilitate the collaborative sharing of instructional ideas and practices to promote school improvement and increase student achievement through the school monitoring protocol process. They communicate the application of effective planning processes and demonstrate knowledge of curriculum, available materials, district resources, effective instructional strategies and support the alignment of standards based assessments. The work also requires knowledge and leadership practices that demonstrate and model the appropriate applications to support ongoing motivation of all stakeholders through customized trainings. The 2017-2018 activities of the SICs 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.
- Informing teachers, administrators, parents and community members about the 1, 2, and 3 Star process and expectations at the site level through meetings, written documents, emails, phone conferences and collaborative committee work, as well as providing support for schools that have been designated as either a Focus or Priority School.
- Customizing trainings and professional learning through individual needs, Professional Learning Community (PLC) initiatives and administrative requests.
- Conducting and training administrators about the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S).

In 2017-2018, the Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the SICs to provide technical assistance for the evaluation of these efforts. Strategies that were used to capture the SICs' efforts and impacts included detailed monitoring of efforts through time-sampling, implementation of a support follow-up questionnaire, and SIC end-of-year reflection surveys.

Administrators from 85 schools received support from the School Improvement Coordinators.

Time Usage

Each of the two SI Coordinators tracked their time for three weeks spread across three different months of the year in order to capture the variety and scope of their work. For each of the weeks, hours were logged and the SI Coordinators' support activities were categorized in three ways: by support activity type (i.e., School-wide Assessment Training, General Administrative, Technical Assistance, Review & Feedback, Technology Support, or Direct Assessment); support area (i.e., School Performance Planning, NCCAT-S, NCCAT-D and Other); and delivery format (i.e., solo, one-

Title II School Improvement Coordinator Evaluation Bulletin 2018

on-one, small group, or large group). School Performance Planning was the area in which they spent the most time (Figure 1). As illustrated in Figure 2, the activities they engaged in most frequently were related to general administration, as well as school-wide assessment training. Most often, the SI Coordinators did solo work or engaged with individuals one-on-one (Figure 3).

Figure 1

The SI Coordinators spent 46% of their time working on School Performance Planning.



Figure 2

The SI Coordinators spent 44% of their time on general administrative duties and 19% on school-wide assessment training.

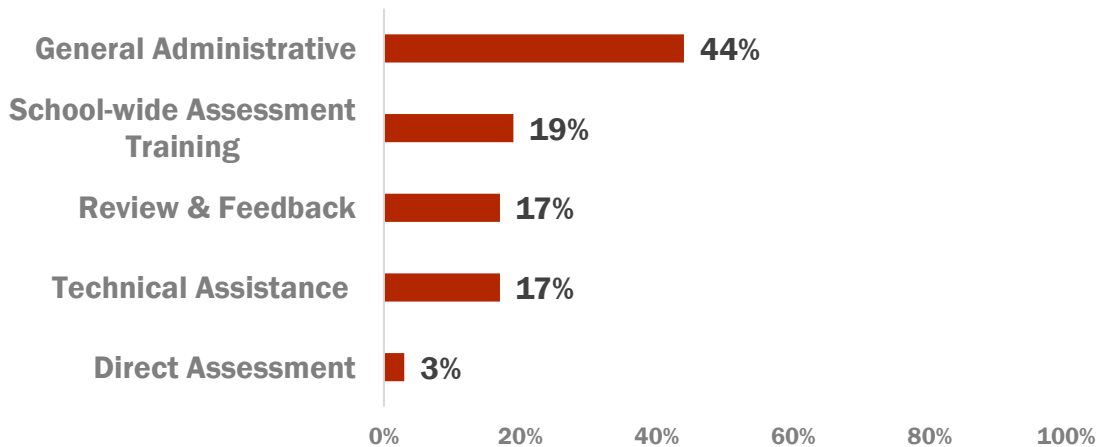


Figure 3

The SI Coordinators spent 54% of their time on solo work.

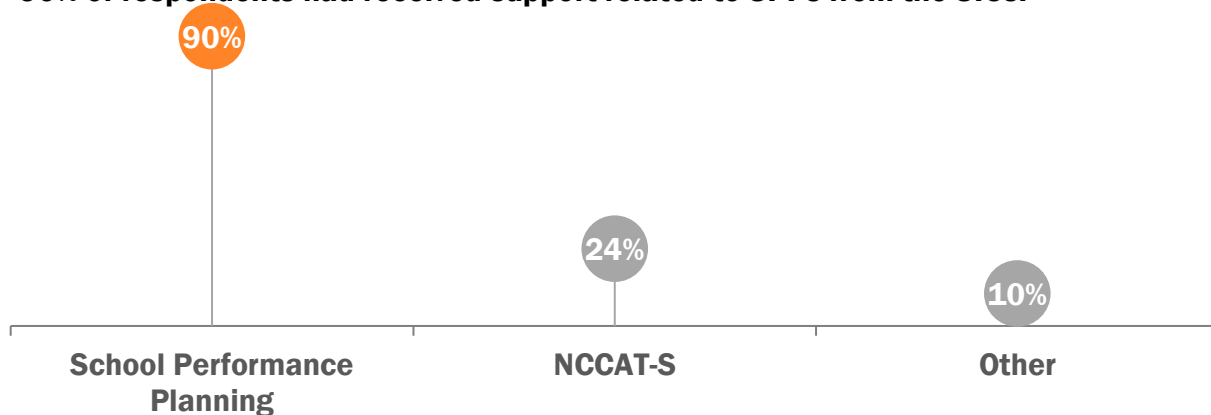


Support Follow-up Survey

As an additional evaluation strategy, individuals who were provided direct support by the SICs were asked to participate in a follow-up survey in the late spring. The survey was online and individuals were contacted via email with the request to participate. In all, 28 principals and one assistant principal completed the survey. Most often, follow-up respondents reported receiving support in the area of School Performance Planning (90%) and the Nevada Comprehensive Curriculum Audit Tool-School (NCCAT-S; 24%; Figure 4). Additional open-ended responses included grant assistance; implementing MAP data; and SB178 objectives.

Figure 4

90% of respondents had received support related to SPPs from the SICs.



The SICs offered four general types of training and support:

- **School-wide Assessment Training** (e.g., curriculum audit (NCCAT-S), needs assessments)
- **Technical Assistance** (e.g., writing SMART goals and objectives, monitoring and evaluating SPPs)
- **Review and Feedback** (e.g., interpretation and support for use of assessments)
- **Direct Assessment** (e.g., coordinating district audit and site-assessments including walkthroughs for: curriculum and instruction, K-12 CCSS, and student engagement strategies)

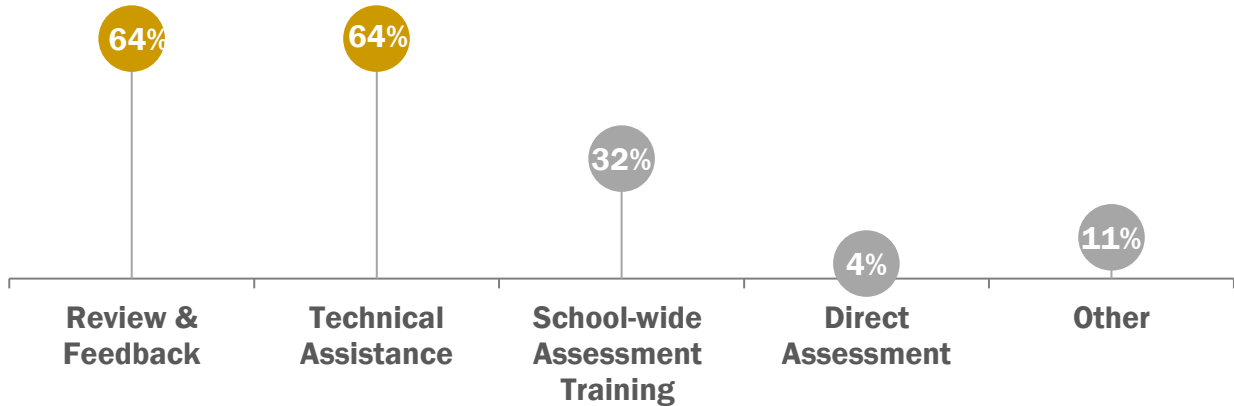
Respondents reported receiving support from the SICs most frequently through technical assistance (64%) and reviewing feedback from assessments (64%; Figure 5).

“I always receive a quick and thoughtful response from Nick and Ron. They help me align and communicate our Professional Development endeavors as a part of our School Performance Plan, which given the nature of our various environments and goals, is certainly a challenge. I appreciate the fact that they work with me to find creative solutions for our SPP and that they listen and understand the vision of the Principals with whom they work.”

—WCSD Principal

Figure 5

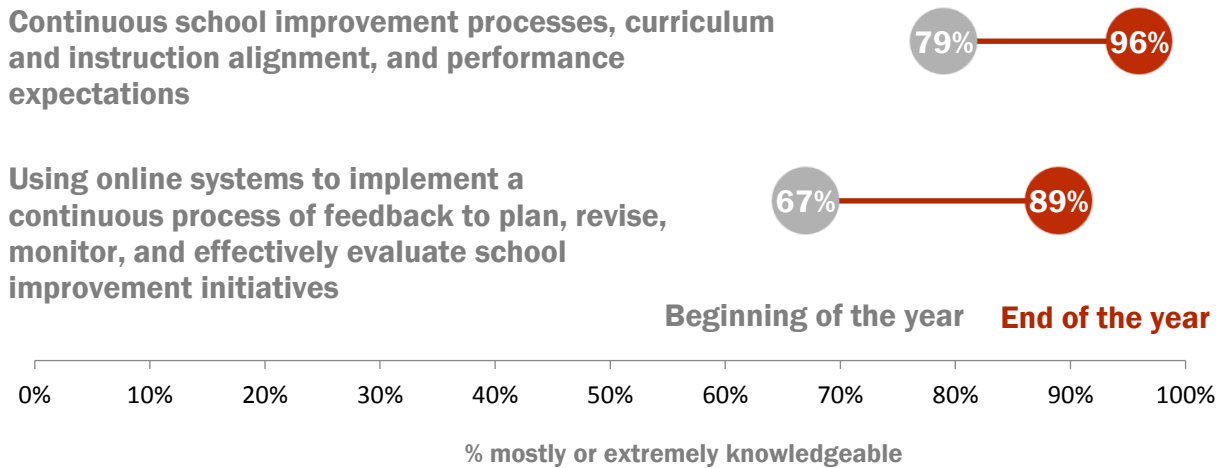
64% of respondents had received review and feedback support and technical assistance from the SICs.



Principals and Assistant Principals were asked to assess their level of knowledge and competence on several topics reflecting back to the beginning of the school year and then at the end of the year. Compared to the beginning of the year, higher percentages of respondents indicated they felt mostly or extremely knowledgeable about continuous school improvement processes and using online systems to implement continuous school improvement processes (Figure 6).

Figure 6

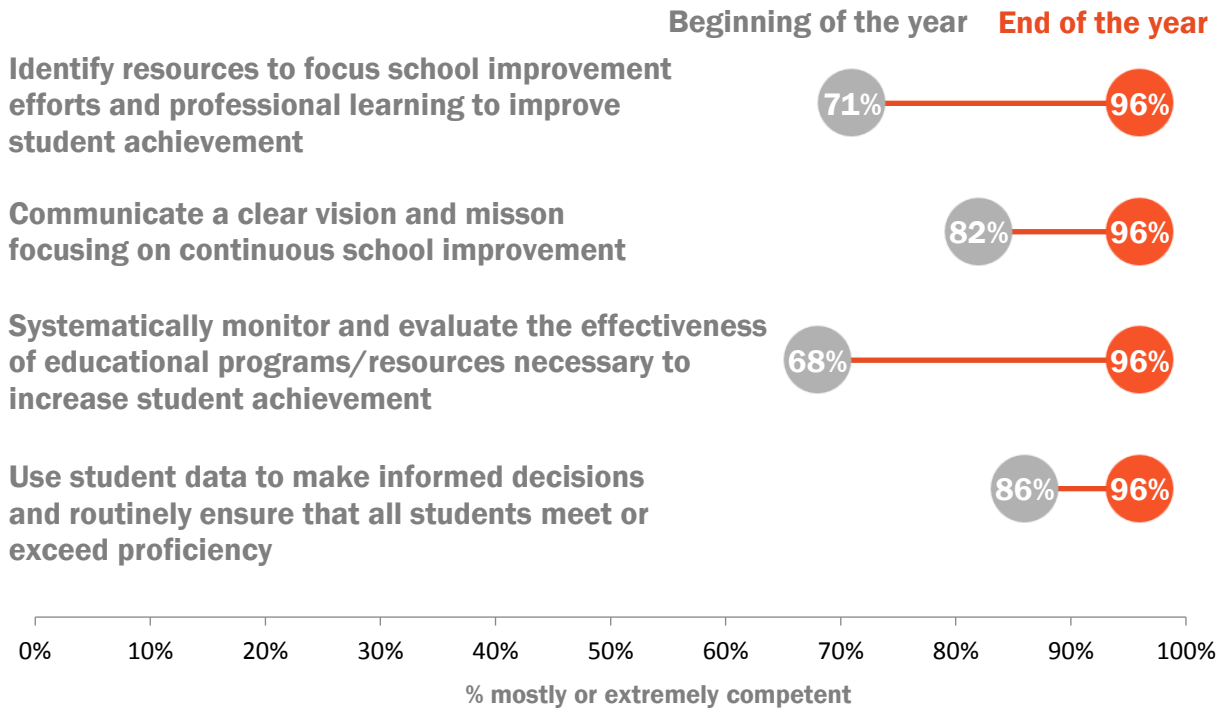
SPP support recipients' knowledge increased most related to using online systems to implement a continuous process of feedback to plan, revise, monitor, and evaluate school improvement initiatives.



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Respondents also rated how competent they felt they were at the beginning of the school year and the end related to four areas (Figure 7). Increases in perceived competence were present for all four areas. The greatest increase in perceived competence related to monitoring and evaluating the effectiveness of educational programs.

Figure 7
SPP support recipients' competence increased most related to monitoring and evaluating the effectiveness of educational programs and resources.



Most respondents (92%) reported that they had *mostly* or *completely* been able to apply the assistance and/or training they received. Furthermore, 68% of the respondents reported that they were satisfied with their current level of understanding and support in the areas in which they received support or training from the SI Coordinators; and, 18% felt they could help someone else understand that area (Table 1).

Table 1. Current Support Need

I need a lot more information and/or support.	0%
I need some more information and/or support.	14%
I am satisfied with my current level of understanding and support.	68%
I could help someone else to understand.	18%

End-of Year School Improvement Coordinator Reflection Survey

In May 2018, the SI Coordinators completed an end-of-year reflection survey to capture their experiences in directly supporting schools during the school year, as well as to gather their perspectives on how the SIC role has worked to build program capacity to promote school improvement. When asked to share examples of success they had experienced this year in working with schools on school performance planning, SI Coordinators mentioned the open labs, working with school leadership teams, helping administrators use data to tell stories, and promoting systems change within schools.

“As with last year, I believe the strength of what we are doing shows in the amount of schools that seek us out for advice and guidance when creating their School Performance Plans (SPP). We increased the number of schools we met with from 74 a year ago to 85 this year and we hope to add even more this coming year. With the Nevada State Performance Framework (NSPF) being released this year there was an early appetite from schools to focus solely on those numbers but I believe the strength of our team is to promote systems change inside of schools that will produce better/higher numbers for the framework. Our message of building systems rather than chasing points seems to resonate with all of our schools and their leadership teams. A strength of our district is that we have leaders in place that want to serve the whole child and understand that by doing that, NSPF numbers will rise. I believe we also help to guide the discussion around what systems will work and how they should meet the needs and challenges of all of our students. Another area that we have really focused on this year is the discussion of MAP scores and its direct correlation to success on SBAC testing. By visiting multiple schools, providing insight in how to use MAP for individual, group, and whole class intervention we are promoting the use of meaningful data to effect change and drive students to better success rates. This discussion also has led school-wide discussions on how information is delivered and how using common language can help students succeed. It has been a very good school year on our end and we hope to continue with more help going forward.”

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“Our open labs for the school performance plan (SPP) was extremely successful as we have been getting more and more requests for additional time slots. We also find that administrators are bring their leadership teams to be a vital part of the planning process. Another example that administrators are finding value in the SPP is with the multiple requests for us to come to school sites to present and teach about how the data tells a story that can be acted upon. We have presented countless times about how to interpret school profiles, SBAC data, MAP data, and other systems of information that will help shape school improvement along with focusing on closing the achievement gaps.”

As was the case last year, the SI Coordinators felt that there were no notable challenges in doing their work this year. They noted that they offer an approach that is individualized to each school’s needs. School leaders are reaching out to them for help with their school improvement plans.

“Over the past four years, I believe we have faced less and less challenges because our message has stayed on point. We don't offer a one size meets all needs message. Instead, we research each individual school through any and all data we have and then we discuss with the principal or school leadership team what their vision is. We then can offer ideas or potential solutions to best serve the needs of their students and staff. I believe because of our willingness to listen, the consistency of our message, and our energy that we have broken down so many barriers that it is now the norm for schools to have sat down with us or communicated through emails in looking for guidance. I feel our work as a team has helped make us a very valuable voice in the direction of schools in our district.”

“This challenge is something we have been working on for several years and I feel like the communication and support we offer is now being embraced by most all our schools. Schools are reaching out to us now about trying make sure their SPP is meaningful and something that is a guiding document for their school year. We are getting schools to look at long term goals and objectives by examining data and other forms of their needs assessment.”

While not having many challenges to deal with this past year, the SI Coordinators noted they maintain good customer service and communication to support the school administrators.

“Again, the consistency of our message, our willingness to listen, and our energy have really helped to break down barriers. Because we work as a team on each school we

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engage with, our ability to create good and lasting bonds helps with our work. I believe, above all things, that our message and our openness with our schools has helped to create a great working relationship.”

“Our goal is great customer service for all our schools. When principals make requests, we act upon these immediately. Our communication and ability to delivery the needed data, help with grants, creating objectives, understanding good measurables, giving presentations, and anything they may ask for takes top priority. I believe administrators have appreciated us for our effort and they are spreading the word among their colleagues. I believe this helps build a strong relationship with our schools.”

With respect to areas of need for continued professional development in the district related to school performance planning, the SICs mentioned keeping up to date on new trends in education, being aware of research-based programs as the state ESSA plan is implemented, understanding the new ESSA laws, and understanding the state’s new School Performance Plan template.

“Things are always changing in education and I believe that it is our duty to keep informed regarding the newest trends or ideas to help all students succeed. I would like to continue to better understand data and I would also like to become more familiar with elementary teaching strategies. Any system that is working for schools is relevant to our position and I believe it is truly essential to stay up to date on all aspects of teaching methods or systems to better serve our schools. As we move forward with the state's ESSA plan, we will need to be more aware of well-researched and documented programs that have show high levels of success in serving all students. I believe we will continue to educate ourselves and look for opportunities to increase our awareness and knowledge.”

“This year NDE is releasing a new SPP template along with a new needs assessment tool. We will for sure need time to understand the new document along with how to roll it out. We are also hoping to get time to present the SPP and needs assessment to our administrators at an LTL in the near future. There will be other components that the principals will need to be informed on that relates to the new ESSA laws. This will be a process that will take time, but if we continue our service from the office of school improvement, we hope to see a smooth transition.”

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“This is truly a great partnership. It is a position that has helped me grow as an educator and person and I look forward to continued success moving forward. I am truly blessed to work in this department with such great leadership, highly intelligent and caring people, high standards, with the lone goal of best serving students.”

“This year has been very rewarding as a school improvement coordinator. I have taking on new roles and responsibilities while learning a great deal about how to continue to support our schools.”

Student Achievement Data

Will be added when available

DRA.

SBAC.

Graduation Rates.

Conclusion

Results from the SIC professional learning and support follow-up surveys provide evidence of the success of the SIC support in meeting the following measurable objectives in 2017-18.

Objectives

Teachers and Administrators gain knowledge of continuous school improvement processes, curriculum and instruction alignment and performance expectations.



Objective Met: From the beginning to the end of the year, SIC support recipients’ knowledge of continuous school improvement processes, curriculum and instruction alignment, and performance expectations increased, with 96% indicating they were mostly or extremely knowledgeable at the end of the year.

Leadership identifies resources to focus school improvement efforts and professional development to improve student achievement.



Objective Met: From the beginning to the end of the year, SIC support recipients’ perceived competence to identify resources to focus school improvement efforts and professional development to improve student achievement increased, with 96% indicating they were mostly or extremely competent at the end of the year.

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Teachers and Administrators gain knowledge of on-line systems to implement a continuous process of feedback to plan, revise, monitor and effectively evaluate school improvement initiatives.



Objective Met: From the beginning to the end of the year, SIC support recipients' knowledge of online systems to implement a continuous process of feedback to plan, revise and monitor and effectively evaluate school improvement initiatives increased, with 89% indicating they were mostly or extremely knowledgeable at the end of the year.

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The main goal of the Washoe County School District (WCSD) Title II Special Education Professional Learning program is to provide professional development regarding staff protocols for differentiated instruction, inclusive education and research-based instructional and staffing options, including ongoing professional development through team co-planning and implementation through the year. Professional learning activities in 2017-2018 included providing Inclusive Practice Foundation and Differentiation and Co-Teaching for school teams to close the achievement gap between students with special needs and their typical peers. The objective of the Inclusive Practice and Differentiation and Co-Teaching training is to increase the capacity of teachers to teach students with disabilities in inclusive classrooms with their peers. The training builds a common vocabulary around inclusion, provides scheduling problem solving, and provides teachers with the skills and strategies they need to include all students in Tier 1 instruction. School teams will receive the foundational training in the fall and differentiation and co-teaching in the spring. Implementation specialists will provide follow-up coaching and observations to support the implementation and collect data on student engagement, student grouping, student choice, implementation of co-teaching and minutes spent in inclusive settings.

104 teachers participated in the Special Education Professional Learning.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to provide technical assistance in the evaluation of the program. Evaluation surveys were administered online to professional learning participants after the trainings. District staff conducted observations in participants' classrooms using the Collaborative Teaching/Support Facilitation Observation Protocol. Note: Throughout the bulletin, all percentages may not sum to 100% due to item non-response/inapplicability and/or rounding.

Special Education Professional Learning Evaluation Surveys

On-Site Collaborative Coaching Training. On-Site Collaborative Coaching trainings were provided to teachers at 11 schools in 2017-18. The participants took an online evaluation survey after the training. The survey was completed by 73 respondents. Of the respondents, 75% indicated their level of knowledge about co-teaching options was average or low before the training. Most participants (95%) of the on-site collaborative coaching sessions agreed or strongly agreed that they felt better prepared to teach in a co-taught classroom after the training (Figure 1). Most participants (80%) also planned to implement what they learned immediately or within the next week (Figure 2).

Figure 1

95% of the teachers felt better prepared to teach in a co-taught classroom after the training.

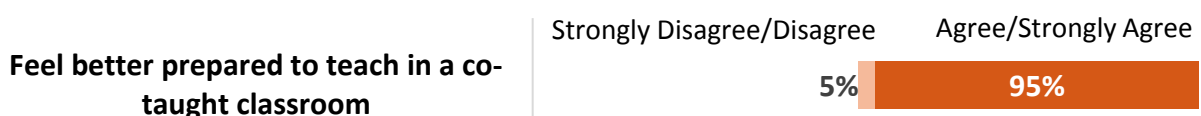
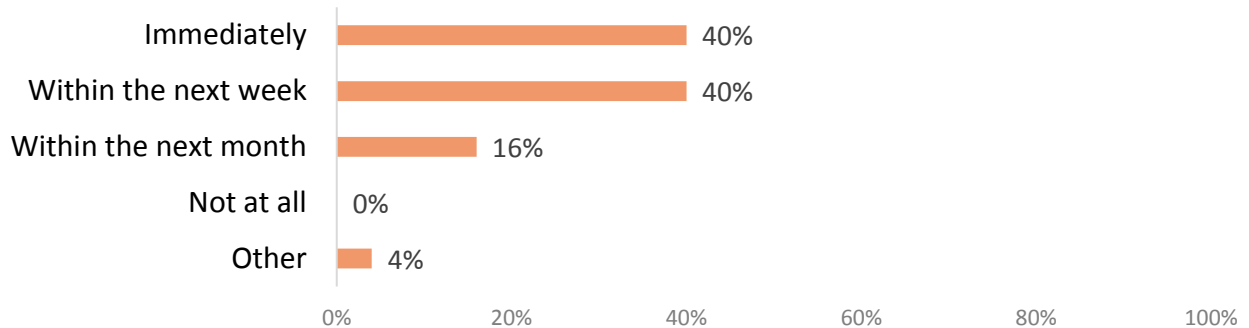


Figure 2

80% of the respondents planned to implement at least one strategy immediately or within the next week.



Example Comments from On-Site Collaborative Teaching Participants

“I really like the fact that we were presented material and then we were able to apply it to our planning and make lessons using it. This was one of the best trainings I have ever been to.”

“This was such a wonderful training. The fact that we learned about the types of teaching in the morning and then we were able to implement them in the afternoon was fabulous. This was a very valuable and productive day.”

“I appreciated having time to plan a relevant lesson to implement with another teacher.”

Advanced On-Site Collaborative Coaching Training. One Advanced On-Site Collaborative Coaching was held in 2017-18. Five respondents completed an online evaluation survey after the session. They rated their knowledge of differentiated instruction within Tier 1 instruction before and after the training. All of the participants indicated their knowledge was high after the training, demonstrating an increase from before the training (Figure 3). Eighty percent of the respondents planned to implement at least one strategy within a week of the training (Figure 4).

Figure 3

Participants' knowledge of differentiated instruction within Tier 1 instruction increased from before to after the training.

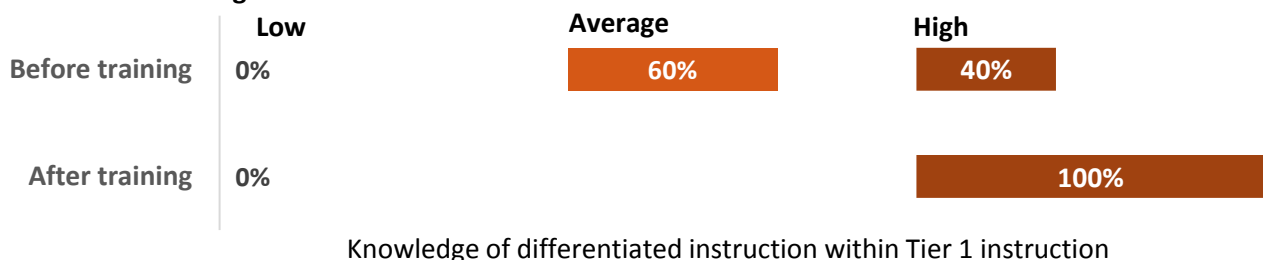
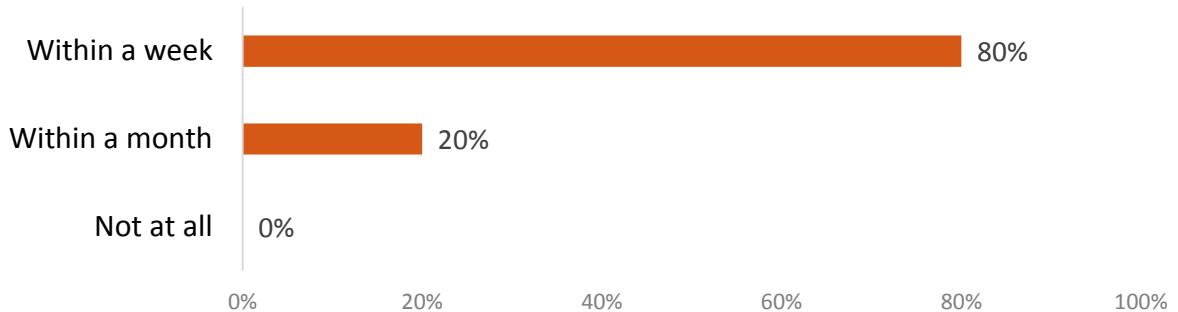


Figure 4

80% of the advanced on-site collaborative coaching participants planned to implement at least one strategy within a week of the training.



Inclusive Practice Training. Twenty-nine participants in the Inclusive Practice training completed an online evaluation survey after the session. After the training, most of the participants (95%) indicated they felt better prepared to teach in an inclusive setting (Figure 5). The majority of participants indicated they planned to implement at least one strategy immediately or within the next week (Figure 6).

Figure 5

95% of the teachers felt better prepared to teach in an inclusive setting after the training.

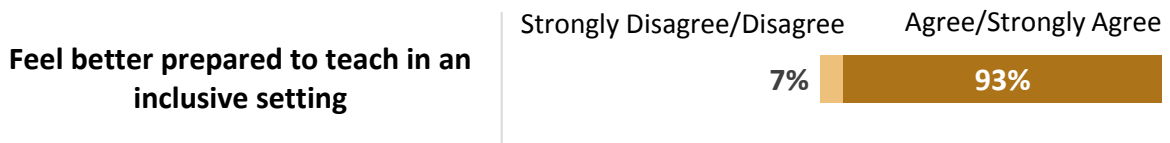
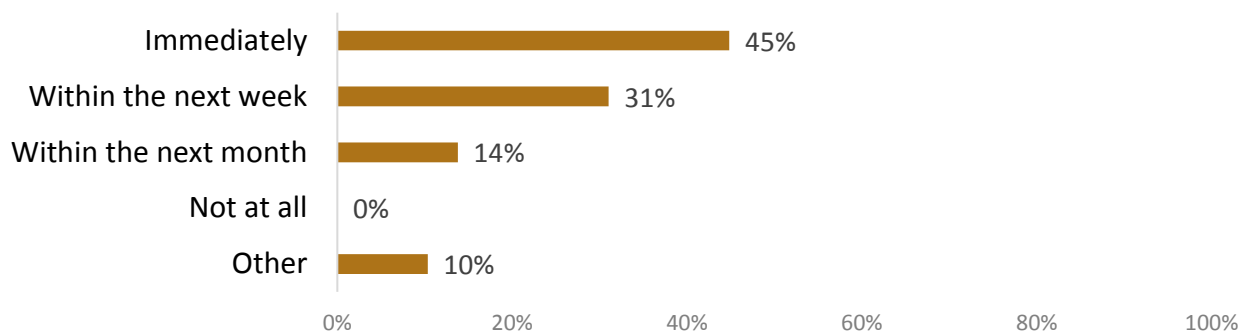


Figure 6

76% of the respondents planned to implement at least one strategy immediately or within the next week.



Special Education Walkthroughs

Student Support Services staff members conducted walkthrough observations in 16 classrooms at two schools. Observers documented the types of co-teaching occurring in the classrooms. The most frequent type of co-teaching observed was Team Teaching, which was observed in half of the classrooms (Figure 8). The most frequent grouping observed was small group (64%), followed by individual (21%) and then whole group (14%).

Figure 7

The Team Teaching co-teaching method was observed most frequently in the observed classrooms.

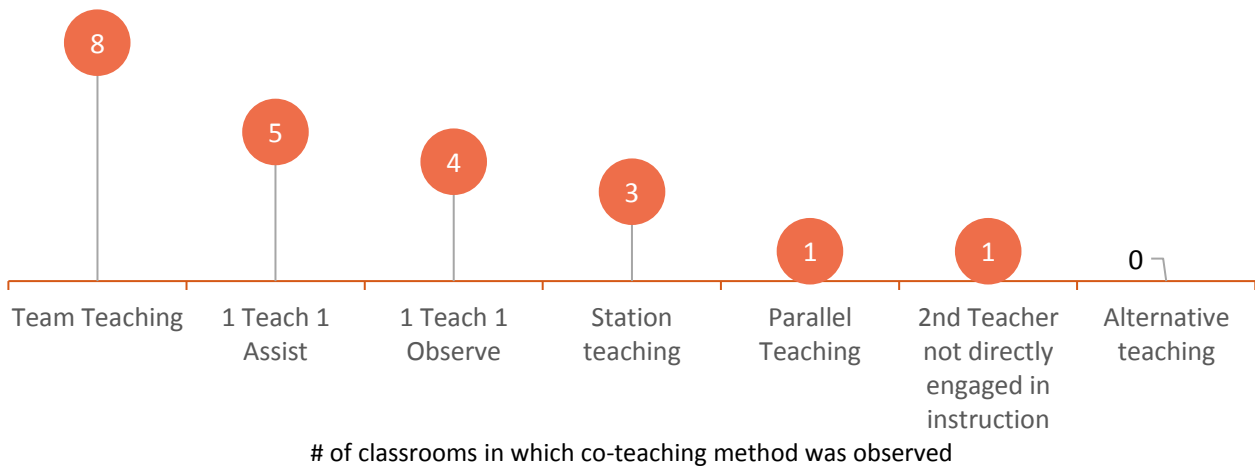
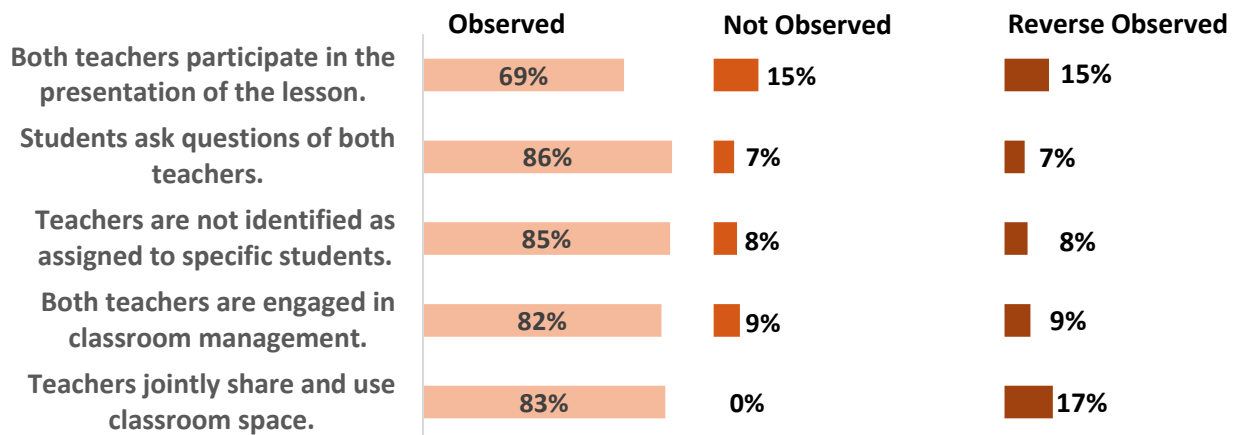


Figure 8

Five Co-Teaching best practices were observed in 69% to 86% of the observed classrooms.



Student Achievement Data

Will be added when available

SBAC.

Graduation Rates.

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WCSD Title II Student Voice Evaluation Bulletin 2018

The vision of Student Voice (SV) is to infuse SV into the culture of the Washoe County School District (WCSD), so that it is a natural element in the work educators perform throughout all schools and departments in the district. SV is particularly valuable to school improvement, and structured SV activities in the WCSD are aimed at supporting school improvement. The 2017-18 goals of the SV Coordinator included:

- 1) Increasing the number of administrators and teachers who (a) participate in professional development about SV, (b) use SV practices to support development of staff and student social and emotional competencies, and (c) utilize SV practices to promote student engagement in school improvement efforts.
- 2) Build capacity of WCSD educators to partner with students to develop, implement, and monitor school improvement efforts outlined in their School Performance Plans.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinator to collect and analyze feedback from professional learning participants regarding the effectiveness of the Student Voice program. The SV provided a variety of professional learning activities during the year including sessions at the November Saturday Café, the Social Emotional Learning (SEL) ARL course, SEL Facilitated Planning Days, Strength in Voices Conferences, as well as a site-based professional learning and support at schools.

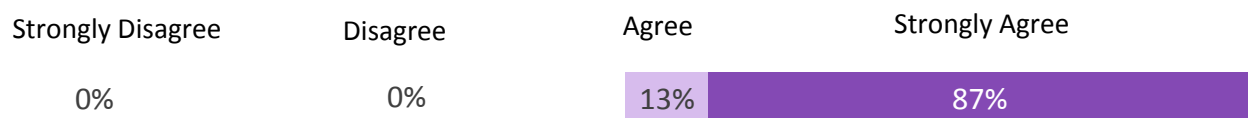
154 teachers and administrators participated in Student Voice professional learning in 2017-18.

November Saturday Café Student Voice Session

The SV Coordinator presented the breakout session “Can You Hear Me Now? Using Student Voice Practices to Increase Student Engagement” at the November Saturday Café with 33 participants across the three sessions. All of the participants indicated their understanding and instructional capacity increased (Figure 1). One third of the participants planned to implement what they learned with their students and build their own capacity. Twenty percent planned to share the information with their PLCs. The topics participants most frequently reported learning about included the definition and spectrum of SV and activities to increase SV in classrooms. When asked about one thing they planned to do right away, most participants mentioned one of the SV classroom activities.

Figure 1

100% of SV Session participants agreed or strongly agreed their understanding was strengthened and instructional capacity was built.



The content strengthened my understanding and built my instructional capacity.

What Saturday Café SV Session Attendees Planned to Implement Right Away

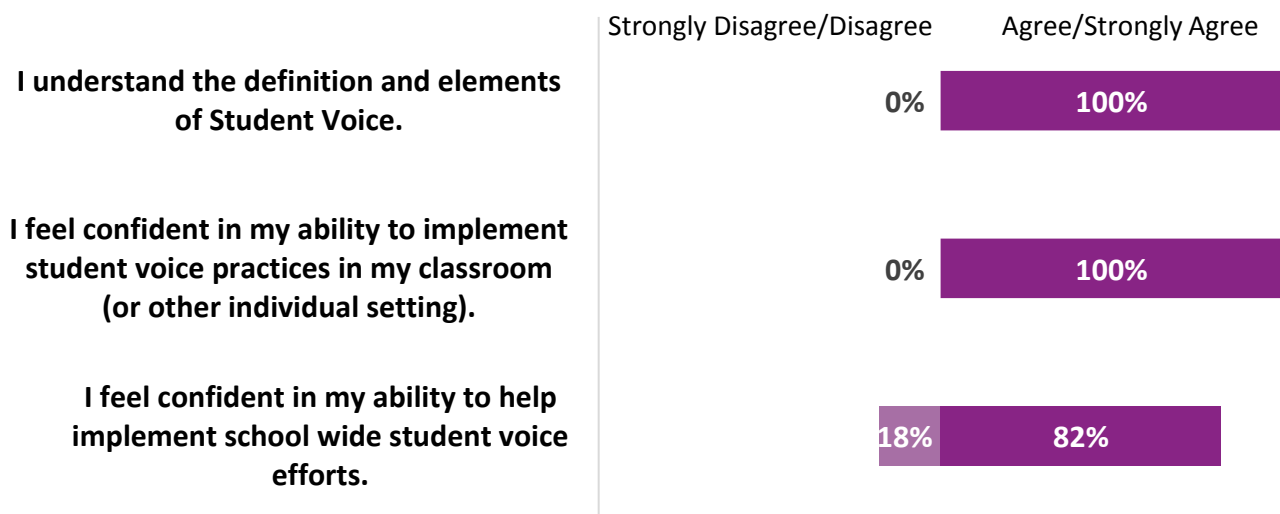
- I wish my teacher knew... (7)
- Morning meetings (7)
- I am from poem (4)
- Dot Activity (Staff-Student Connectedness) (3)
- Classroom practices for SV (3)
- Listen to my students more (2)
- Share info with my co-workers/admin (2)
- You're in my boat if activity (2)
- Listen with purpose
- SV activities
- Candy Survey
- Ask my students climate questions about engagement
- Make interactions with students more purposeful and goal-oriented
- Have students look at and develop plan for improvement on student climate survey
- Exit tickets
- Quiz, Quiz, Trade, Trade SEL activity
- Move across the spectrum of SV from consultation to leadership

SEL ARL Course

During the 16 hour Social Emotional Learning (SEL) course required for new teachers seeking licensure through the ARL (alternate route to licensure) program, the SV Coordinator conducted a 3.5 hour session about climate survey data, student voice, and how to integrate the two. Participants learned the definition and elements of student voice, then participated in mock student voice activities using climate survey data sets. The evaluation survey was completed by 45 participants. After the session, all of the participants agreed or strongly agreed that they understood the definition and elements of SV, and that they felt confident in their ability to implement SV practices in their classroom. Eighty-two percent felt confident in their ability to help implement school wide student voice efforts.

Figure 2

100% of the SEL ARL Course participants felt confident in their ability to implement student voice practices in their classroom after the session.



Social Emotional Learning Facilitated Planning Days

The SV Coordinator facilitated two Social Emotional Learning Facilitated Days in October—one for Elementary teachers and administrators (N=24) and one for Secondary teachers and administrators (N=21). Secondary participants had higher levels of understanding and confidence related to SV than elementary participants after the SEL Facilitated Planning Day (Figure 3). Most of the secondary participants (95%) indicated they felt confident in their ability to implement SV practices in their classrooms, compared to 60% of elementary participants. Likewise, 72% of the secondary participants felt confident in their ability to help implement school wide SV efforts compared to 46% of elementary participants. The SV Coordinator noted some verbal feedback she received after the SEL Facilitated Planning Days.

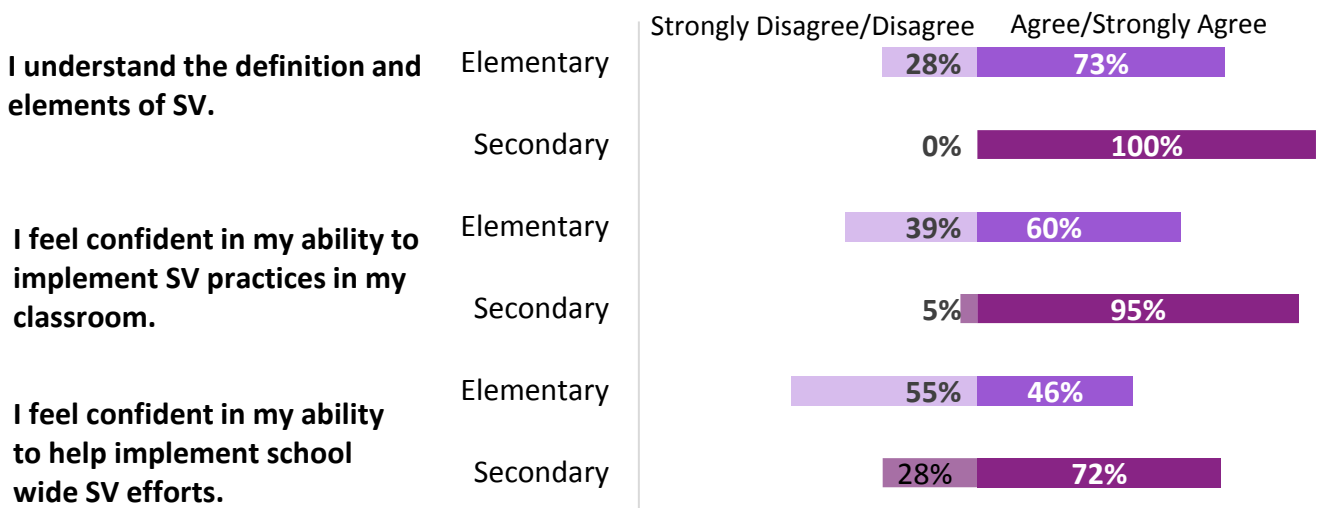
A school team at first told me that they don't do any student voice at their school and don't have time. As the workshop progressed I noticed them participating more and more. At the end of the day they had a full plan of how they are going to incorporate a student voice component to their "power hour" every Wednesday.

A teacher from Mathews told me she has never had the opportunity to look at her school's data. She only thought that the Principal had access. She is so excited to not just look at it but to actually find a concrete way to use it with her students.

An AP told me that she engages in the climate survey regularly but never gets to sit down with her teachers and collaborate about how it can be used to enhance and evoke student voice.

Figure 3

Secondary SEL Facilitated Planning Day participants had higher levels of understanding and confidence after the planning day than elementary participants.



SEL Facilitated Planning Days SV Practices They Would Like to Do

- Increase participation in site-based advisory board with student reps to deal with student-identified issues
- Consult with students about issues, concerns, and thoughts about the school
- Implement SV even when not up for accreditation
- Getting Written Feedback from students
- Consulting with students about the reward choices available in student store
- Provide more choice in the classroom
- Morning Meetings
- Have the students help revise behavior expectations
- Class Goal-setting meetings
- Student Senators
- Star Scholars

SV Presentation at Inspire Academy What They Will Use from the Training in their Teaching

“I will be using more prompts in the classroom that maybe not education related but build a child’s communication and voice with me.”

“What I wish my teacher knew prompt”

“6 Questions to ask your students.”

“Imaging what my student would say to me”

“Considering the source of behavior”

“I like the note to teacher and note to student ideas.”



The Strength in Voices Conference was held April 27, 2018 and included students, teachers, school and district administrators. General sessions included Student Voice Team Building, Teacher and Student Stories, and School Improvement Workshop: What Will Your Story Be? There were three breakout session times with 15 different sessions offered that were co-facilitated by students and adults. Across the breakout sessions, most or all the attendees indicated they would use what they learned at their school.

“Thank you so much for rejuvenating my love of teaching and making me excited for my career change into school counseling.” –Student Voice in the Classroom Breakout Session Attendee

Other Student Voice Activities and Evidence

Student Advisory Council: Four schools report they are starting Student Advisory Councils next School year as a result of the Strength in Voices Conference and/or SV trainings.



Site-Based Coaching: The SV Coordinator regularly engages in site-based coaching with teachers, administrators and students to identify, strengthen, and showcase SV practices.



Conclusion

The SV evaluation provide evidence of the success of the Student Voice program in meeting the following objectives and indicators in 2017-18.

Objective: The Student Voice Coordinator will deliver targeted professional learning to administrators and teachers to increase educator capacity to use SV practices to develop student and staff social and emotional skills. **Indicator:** Teachers and administrators will demonstrate use of new knowledge and skills. **Indicator:** Administrators and teachers will increase knowledge about SV theory, strategies for including SV in curriculum, and outcomes.



Objective met: Participants in the SV Saturday Café sessions, SEL ARL Course, and SEL Facilitated Planning Days reported increased understanding of SV and confidence in their ability to implement SV in their classrooms and schools.

Objective: Host annual Strength in Voices conference to increase educator capacity to utilize evidence-based student voice practices at their schools to build student social and emotional skills, increase student engagement and school connectedness, and foster positive partnerships between staff and students to further school improvement efforts. **Indicator:** 80% of attendees will report acquiring new knowledge about SV.



Objective met: Across the SV Conference breakout sessions, 98% of attendees indicated they would use what they learned at their school.

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