Washoe County School District Title II Evaluation Bulletins 2016-2017

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Submitted to

Title II Program
Washoe County School District

Activities through the 21st Century Learning Leaders Network are focused on implementation of the WCSD Envision 2020 Strategic Plan through the creation of a district-wide purpose around 21st Century Learning, the advancement of 21st Century instructional practices, and the meaningful incorporation of educational technologies into instruction. Leaders Network members are tasked with determining the most appropriate manner of implementation at their sites through participation in a community of practice. The goals of the Leaders Network are to

- Establish a district-wide community of practice centered on the use of 21st Century instructional strategies based on the Six Dimensions of 21st Century Learning (6D21CL); and,
- Provide Leaders Network representatives with the skills, knowledge and professional connections to support 21st Century instructional planning and technology integration at their sites.

In 2016-2017, the Network included four professional learning days that included two staff from each district school. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the program coordinators to provide technical assistance in the evaluation of the program. Note: All percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.
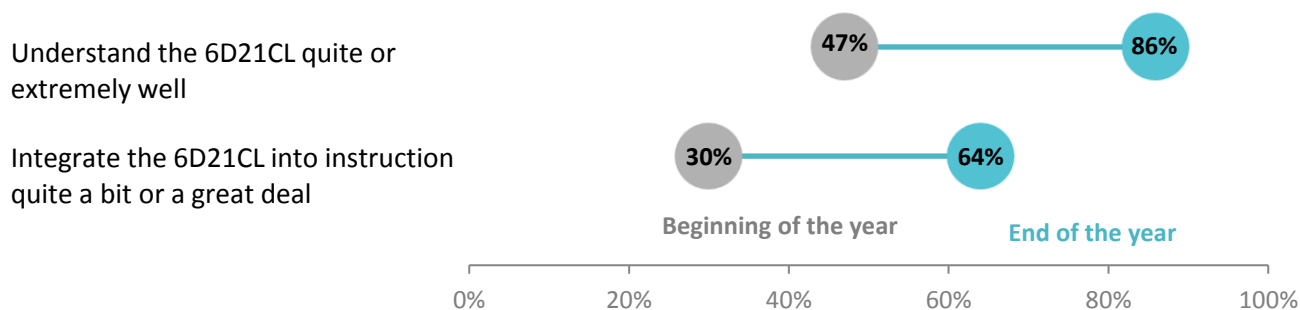
200 participated in the 21st Century Learning Leaders Network in 2016-17.

End-of-Year Survey May 2017

The end-of-year survey was collected online from 55 participants at the May Network session. Participants were asked retrospectively about their understanding at the beginning of the school year and their current level at the end of the year. Forty-seven percent of respondents reported understanding the 6D21CL quite or extremely well at the beginning of the year, increasing to 86% at the end of the year (Figure 1). Participants also reported increased levels of integration of the 6D21CL into instruction from the beginning of the year (30% quite a bit/a great deal) to the end of the year (64% quite a bit/a great deal; Figure 1).
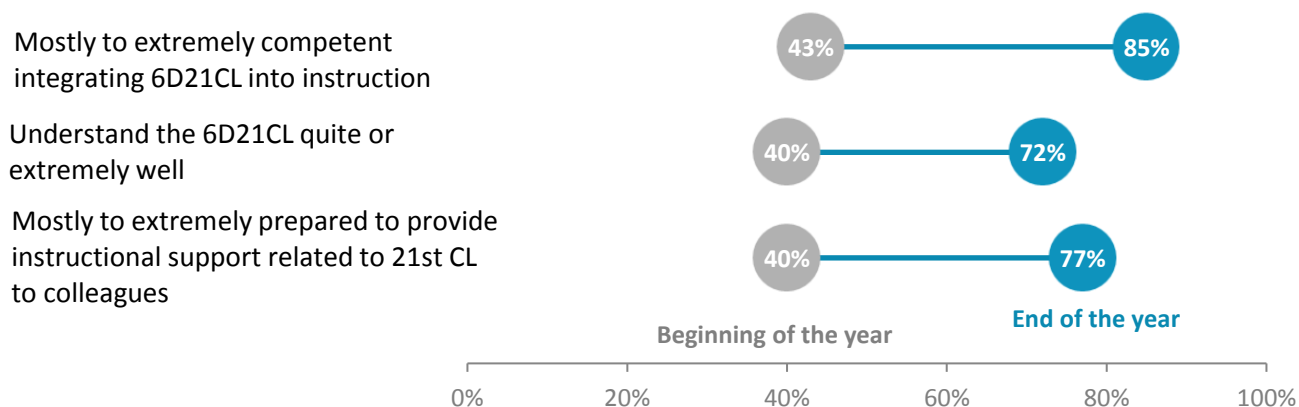
Figure 1

Participants' perceived understanding and integration of the 21st Century Learning Competencies increased from the beginning of the year to the end.

Understand the 6D21CL quite or extremely well

47% — 86%

Integrate the 6D21CL into instruction quite a bit or a great deal

30% — 64%

Beginning of the year   End of the year

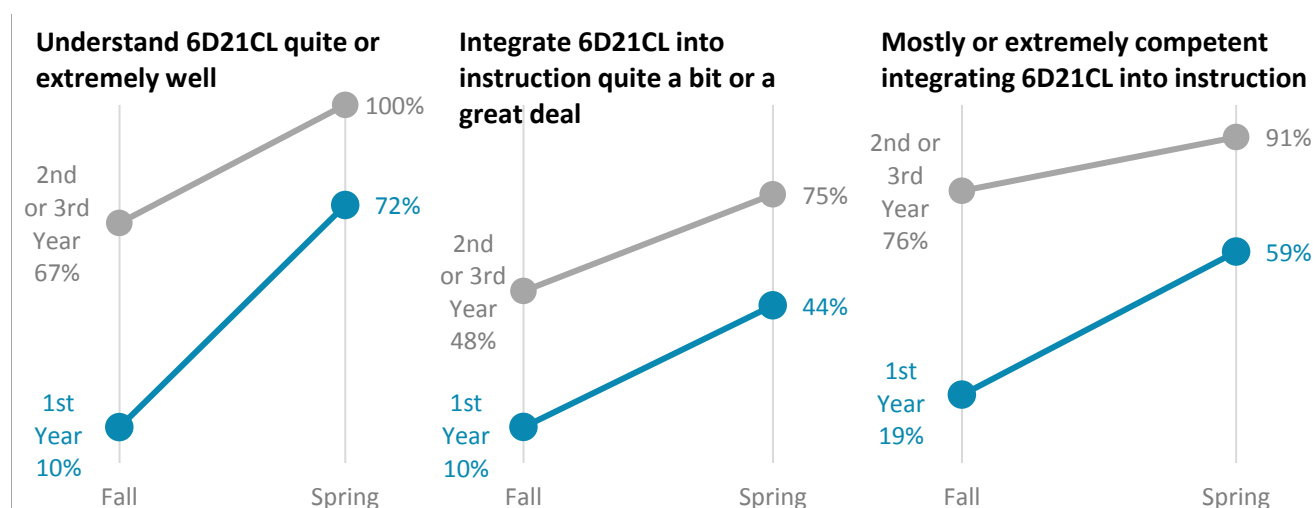0%   20%   40%   60%   80%   100%

Similarly, participants reported increased perception of competency to integrate the 6D21CL into instruction from the beginning of the year (43% mostly or extremely) to the end of the year (85% mostly or extremely; Figure 2). 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 (Figure 2).

Figure 2

Participants' perceived competence, understanding, and preparation related to the 21st Century Learning competencies increased from beginning of the year to the end.

Mostly to extremely competent integrating 6D21CL into instruction

Understand the 6D21CL quite or extremely well

Mostly to extremely prepared to provide instructional support related to 21st CL to colleagues

43% ——————————— 85%

40% ——————— 72%

40% ——————————— 77%

Beginning of the year · End of the year

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

First year participants made up 40% of the sample, while 42% had attended two years, and 29% three years. Compared to first-year participants, second and third 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.

Understand 6D21CL quite or extremely well

2nd or 3rd Year 67%

1st Year 10%

100%

72%

Fall   Spring

Integrate 6D21CL into instruction quite a bit or a great deal

2nd or 3rd Year 48%

1st Year 10%

75%

44%

Fall   Spring

Mostly or extremely competent integrating 6D21CL into instruction

2nd or 3rd Year 76%

1st Year 19%

91%

59%

Fall   Spring

Figure 3

The percentage of first year participants who understood the 6D21CL quite or extremely well increased from 10% in fall to 72% in the spring.

Compared to first-year participants, higher percentages of second- and third-year participants felt *mostly* or *extremely* prepared to assist with site plans and to provide instructional support and coaching at their sites (Figure 4). However, first-year participants showed greater increases from fall to spring in their perceived levels of preparation.

Mostly or extremely prepared to assist in development of site plans for 21st Century Learning
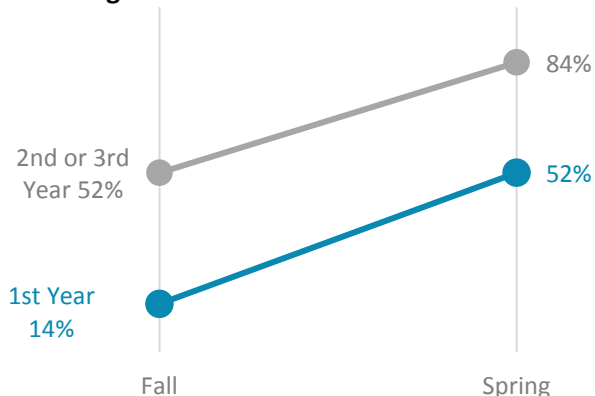
2nd or 3rd Year 52%

1st Year 14%

84%

52%

Fall   Spring

Mostly or extremely prepared to provide instructional support and coaching related to 21st Century Learning

2nd or 3rd Year 62%
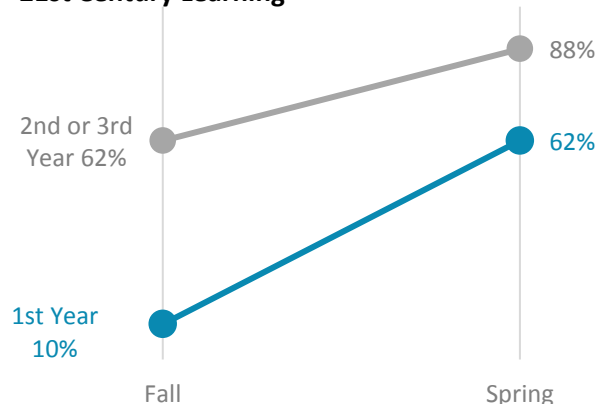
1st Year 10%

88%

62%

Fall   Spring

Figure 4

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 10% to 62% from fall to spring.

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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 new teachers in the district. A Title II-funded Special Education Consulting Teacher was added to reduce the caseload numbers for Special Education consulting teachers to help the Mentor Program better meet the research-supported and recommended caseload numbers. Special Education teachers need differentiated support in the areas of inclusive practice, co-teaching, and responsible scheduling.

35 teachers were supported by the Special Education Consulting Teacher.

The activities of the Special Education 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 who have been placed in the Peer Assistance and Review (PAR) system, and Alternative Route to Licensure (ARL) teachers who are working with a contract.

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 of program objectives related to consulting teacher contact logs, teacher evaluations, and teacher and administrator surveys.
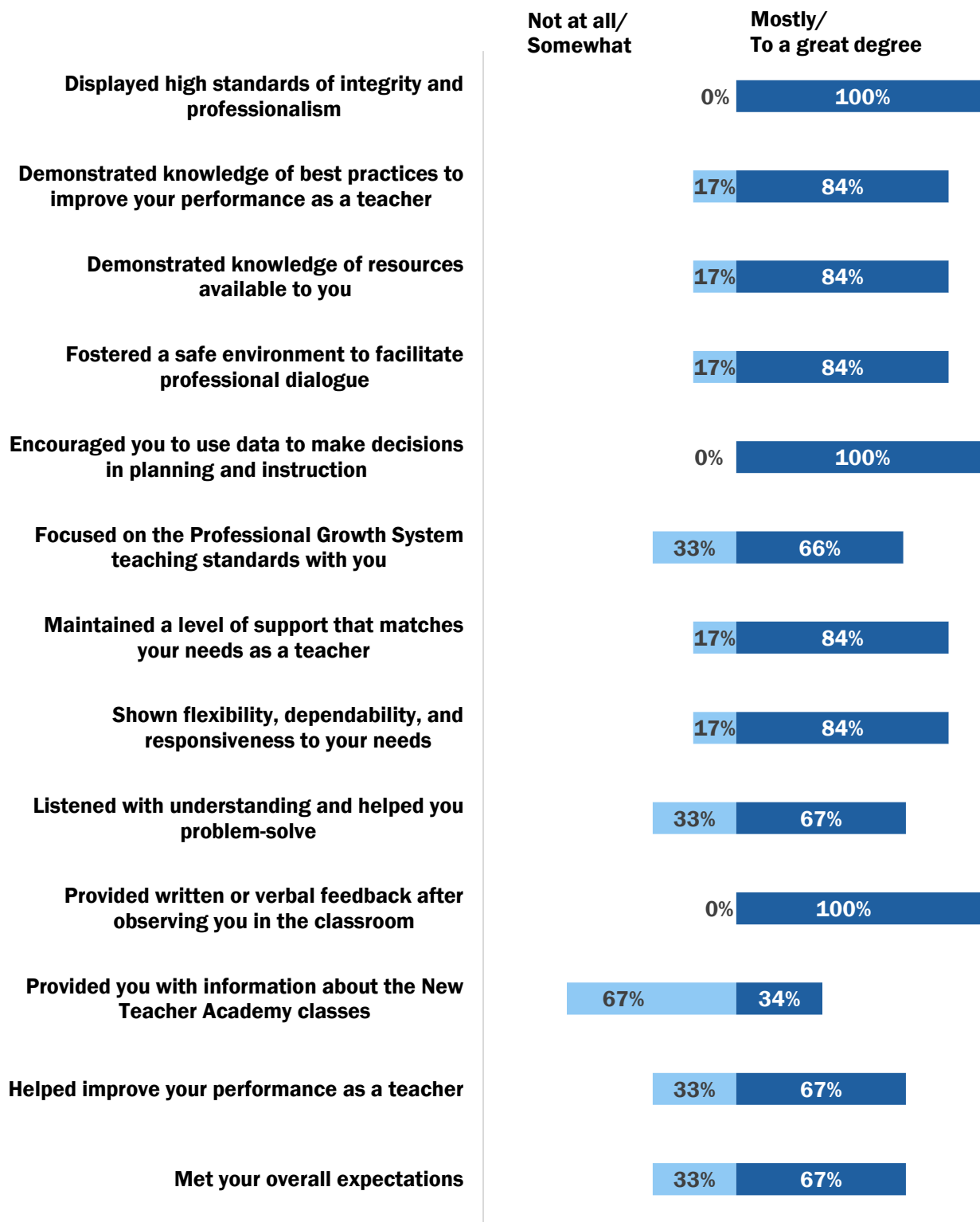
Teacher Client Survey

Seven first- and second-year teachers completed a client survey regarding the quality of the support they had received from the Special Education Consulting Teacher. The majority of respondents were first year teachers (71%), while the remainder were second year teachers. All of the teacher respondents indicated that, mostly or to a great degree, the consulting teacher had displayed high standards of integrity and professionalism, encouraged them to use data to make decisions in planning and instruction, and provided written or verbal feedback after observing them in the classroom (Figure 1). Sixty-seven percent of the teachers indicated that the consulting teacher had helped improve their performance as a teacher a great deal. Most teachers (83%) indicated that the consulting teacher had met their expectations mostly or to a great degree. The majority of teacher respondents indicated that the consulting teacher had somewhat provided them with information about the New Teacher Academy, indicating a potential area for improvement.

[The consulting teacher] has been very patient with me as I learn to write better lesson plans. She answered all of my questions and has offered good suggestions.

—Novice Teacher

Figure 1

The majority of teachers indicated the consulting teacher had helped improve their performance as a teacher.

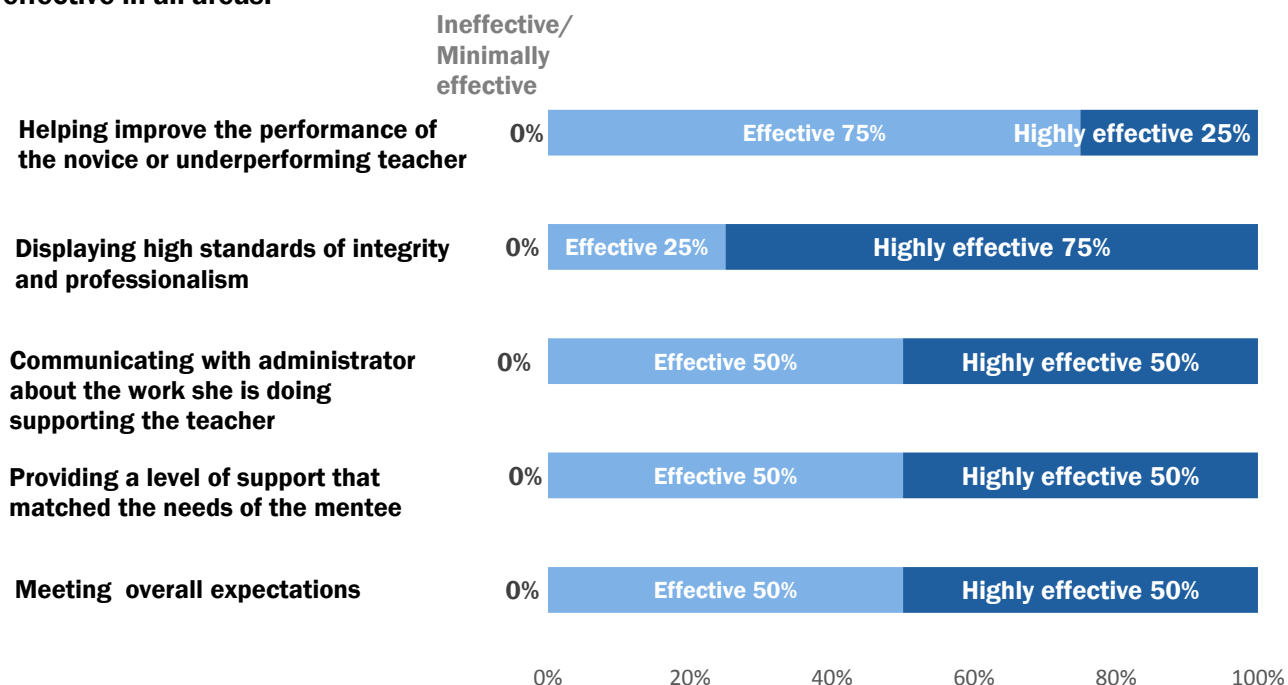|	Not at all/ Somewhat	Mostly/ To a great degree
Displayed high standards of integrity and professionalism	0%	100%
Demonstrated knowledge of best practices to improve your performance as a teacher	17%	84%
Demonstrated knowledge of resources available to you	17%	84%
Fostered a safe environment to facilitate professional dialogue	17%	84%
Encouraged you to use data to make decisions in planning and instruction	0%	100%
Focused on the Professional Growth System teaching standards with you	33%	66%
Maintained a level of support that matches your needs as a teacher	17%	84%
Shown flexibility, dependability, and responsiveness to your needs	17%	84%
Listened with understanding and helped you problem-solve	33%	67%
Provided written or verbal feedback after observing you in the classroom	0%	100%
Provided you with information about the New Teacher Academy classes	67%	34%
Helped improve your performance as a teacher	33%	67%
Met your overall expectations	33%	67%

Administrator Survey

Four administrators from schools of teachers supported by the consulting teacher completed a survey about the effectiveness of the support provided to the novice or underperforming teachers. All the respondents rated the consulting teacher 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.

Ineffective/Minimally effective

Topic		
Helping improve the performance of the novice or underperforming teacher	0%	Effective 75% / Highly effective 25%
Displaying high standards of integrity and professionalism	0%	Effective 25% / Highly effective 75%
Communicating with administrator about the work she is doing supporting the teacher	0%	Effective 50% / Highly effective 50%
Providing a level of support that matched the needs of the mentee	0%	Effective 50% / Highly effective 50%
Meeting overall expectations	0%	Effective 50% / Highly effective 50%

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

Consulting Teacher Logs

The consulting teacher tracked mentoring time with each of 35 teachers. The consulting teacher mentored the teachers an average of once every 2.2 weeks.

Teacher Evaluations

First year teacher evaluations were reviewed for the 24 teachers supported by the consulting teacher who were hired in time to be included in the evaluations. Most of the teachers were rated as effective or highly effective (Table 1).

Table 1. 87% of first year teachers supported by the Consulting Teacher received evaluations of effective or highly effective.			
Ineffective Evaluation	**Minimally Effective Evaluation**	**Effective Evaluation**	**Highly Effective Evaluation**
4%	8%	83%	4%

Special Education Consulting Teacher Objectives

1) *Increase the amount of mentoring time for novice and ARL teachers*

✓ **Objective met:** The special education consulting teacher was able to mentor teachers once every 2.2 weeks which was an increase from the once every three weeks that was accomplished with a larger caseload.

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 Teacher.*

✓ **Objective met**: 87.5% of the first year teachers supported by the Consulting Teacher had a first year evaluation rating of effective or highly effective.

Conclusion

The Special Education Consulting Teacher was successful in mentoring novice teachers as evidenced by the accomplished program objectives. Mentoring time was increased and 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.

The goals of the Washoe County School District (WCSD) Title II Teacher on Special Assignment (TOSA) Alternative Route to Licensure (ARL) Support are to provide ongoing support and mentoring to ARL teachers hired by the district; increase the diversity of ARL applicants and cohort members; increase hiring event outreach activities; increase the teacher candidate sourcing pipeline and decrease first day vacancies; assist in the creation and facilitation of the teacher screening and selection process to ensure high instructional standards; and assist in the development, monitoring and completion of the WCSD Equitable Educators plan. 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 of program objectives related to teacher evaluations, events held, and ARL cohort demographics.

67 ARL cohort members received support from the TOSA.

TOSA ARL Objectives

1) *Achieve first year evaluation ratings for ARL teachers equivalent or better than those of teachers hired from traditional teacher prep programs.*

Percentage of first year teachers with minimally effective evaluation rating		
	ARL cohort	Traditional Prep cohort
2015-2016	13.3%	9.8%
2016-2017	8.0%	6.1%

Objective not met: A higher percentage of ARL teachers than traditional prep teachers had a minimally effective first year evaluation rating. However, the percentage of minimally effective ARL teachers this year decreased from 2015-2016. Additionally, the ARL cohort size is much smaller than the traditional prep cohort, such that a small amount of people can impact the percentages.

2) *Increase the number of male ARL cohort members by 20%.*

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

Objective met: The percentage of male ARL cohort members increased by 50% from 24.7% in 2015-2016 to 37.3% in 2016-2017.

3) *Increase the number of diverse cohort members by 20%.*

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

Objective not met: The percentage of diverse cohort members stayed the same from 2015-2016 to 2016-2017 at 22.3%.

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4) *Increase the number of hiring events by 20% versus prior year*.

Number of hiring events	
16-17 hiring season	17-18 hiring season
21	29

Objective met: The number of hiring events increased by 38% from 21 in the 16-17 hiring season to 29 in 17-18 hiring season.

5) *Increase the identified number of recruiting sources by 20% versus existing source plan and track the ROI of each recruiting source to determine effectiveness*.

Number of recruiting sources		
	Past	2016-2017
# of recruiting sources	70	141
% first day unfilled rate	5.8%	3.7%

Objective met: The number of recruiting sources increased by 101% from 70 in the past to 141 in 2016-2017. *The first day unfilled rate was 5.8% in the past and decreased to 3.7% in 2016-2017.*

Conclusion

The TOSA ARL was successful in meeting three of five objectives. The percentage of male ARL cohort members increased, as did the number of hiring events and number of recruiting sources. The first day unfilled rate decreased from 2015-2016 to 2016-2017. While the percentage of minimally effective first year ARL teachers was not less than that of the traditional prep cohort, the percentage of minimally effective first year ARL teachers decreased from the previous year.

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The vision of Student Voice (SV) is to infuse SV into the culture of the 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. A central goal of the District in support of the vision for SV is to build capacity for SV district-wide. The work of the SV Coordinator included:

- Expanding district and school capacity to promote and utilize SV within school improvement efforts.
- Providing professional development to teachers and administrators to facilitate SV experiences within their school buildings in a manner that is consistent with the district's vision for and definition of SV.
- Providing resources and consultation to school staff based on the needs of the individual schools.

98 participated in Student Voice trainings in 2016-17.

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 Student Voice program. During the 2016-2017 school year, 45 participants completed evaluation surveys, and 20 completed a follow-up evaluation survey.

On the survey before the student voice sessions, 36% of participants reported learning about student voice before. Figure 1 compares pre-session survey responses to end-of-year responses related to participants' knowledge and understanding of student voice. At the end of the year, the highest percentage of respondents agreed or strongly agreed that they could list at least two advantages of using student voice for students and/or staff.
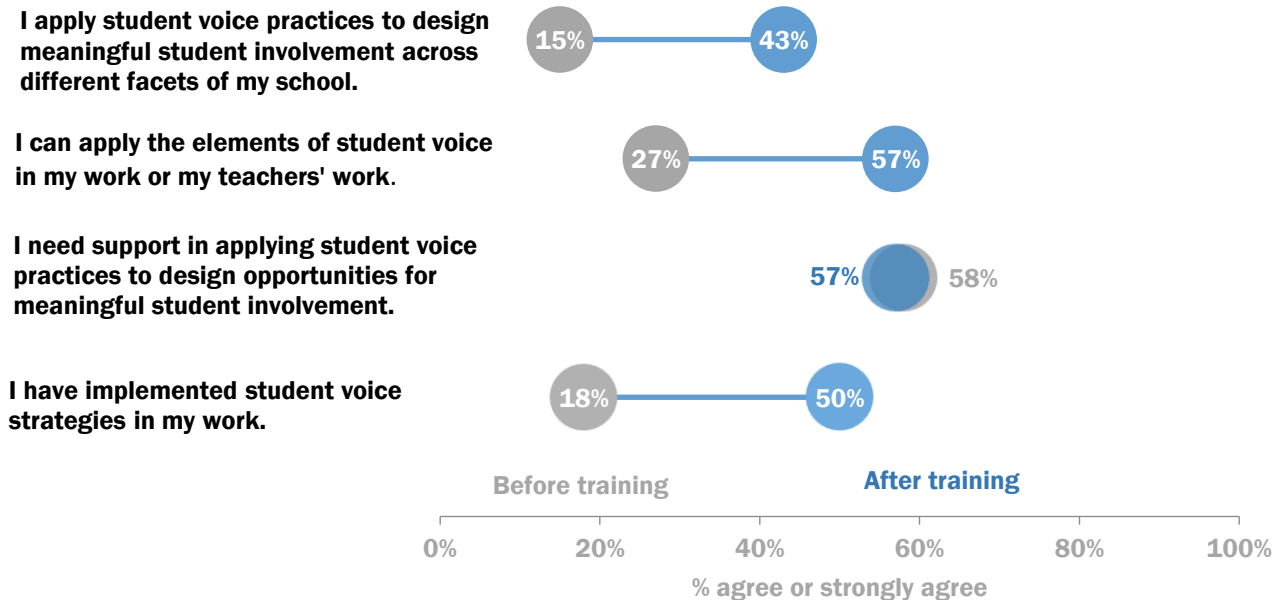
Figure 1

Participants' knowledge of student voice increased from before the training to the end of the year.

I can identify low-level and high-level examples of Student Voice. — 16% → 50%

I can list at least two advantages of using Student Voice for students and/or staff. — 30% → 71%

I can explain the importance of Student Voice in Washoe County School District. — 22% → 50%

I can draw connections between Student Voice and WCSD programs, practices, policies and activities. — 20% → 64%

I know what kind of contribution Student Voice can make on improving my school. — 34% → 64%

Before training   After training

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

% agree or strongly agree

At the end of the year, a higher percentage of participants reported applying student voice practices and the elements of student voice in their school (Figure 2). The percentage of respondents needing support to apply student voice practices was similar before training and at the end of the year at 58% and 57%, respectively.
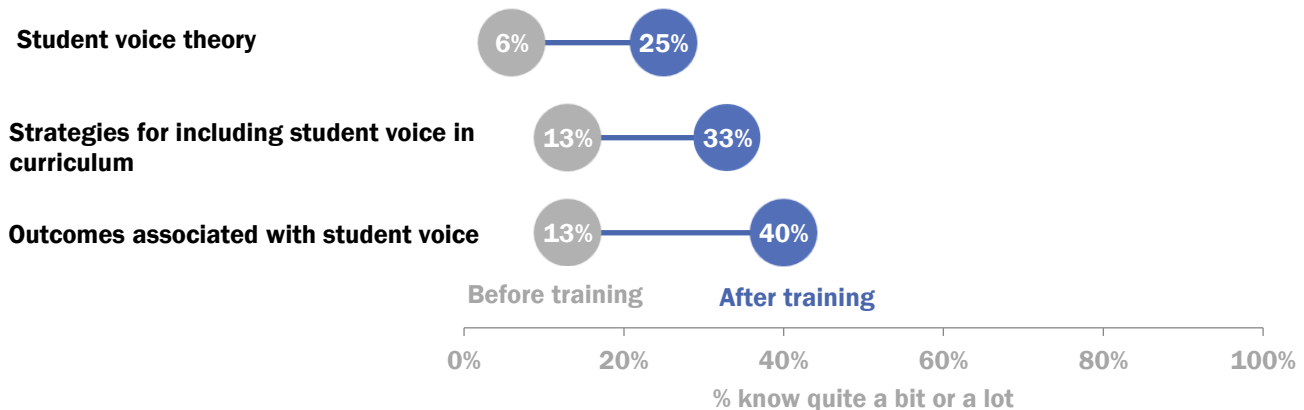
Figure 2

The percentage of resopndents who had implemented student voice strategies in their work increased from 18% before the training to 50% at the end of the year.

I apply student voice practices to design meaningful student involvement across different facets of my school.
15% — 43%

I can apply the elements of student voice in my work or my teachers' work.
27% — 57%

I need support in applying student voice practices to design opportunities for meaningful student involvement.
57% 58%

I have implemented student voice strategies in my work.
18% — 50%

Before training   After training

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

% agree or strongly agree

On the end-of-the-year survey, respondents reported increased knowledge about student voice theory, strategies, and outcomes associated with student voice, but the percentages who felt they knew quite a bit or a lot about the topics were low at the end of the year, ranging from 25% to 40% (Figure 3). The greatest perceived improvement in knowledge was related to outcomes associated with student voice.

Figure 3

Participants' perceptions of their knowledge of student voice increased from before the training to after, but was still fairly low at the end of the year.

Student voice theory
6% — 25%

Strategies for including student voice in curriculum
13% — 33%

Outcomes associated with student voice
13% — 40%

Before training   After training

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

% know quite a bit or a lot

In the follow up evaluation, 57% of participants reported needing additional support to apply SV practices to design opportunities. While the majority of respondents (64%) reported knowing what type of contribution SV makes on school improvement, 50% had yet to implement strategies by the end of the year. Several respondents suggested having a refresher course or more professional development opportunities about SV, as well as seeing examples of how it has been implemented in other classrooms.

Examples of Implementation Strategies

We created our own autobiographies to share within our classroom. Another class has been working on their own questions, their final will be the answer so I'm not sure how it has worked out. I'm on the very first level of student voice.

There are times when I either don't know or might know but want to see what the students have to say about the topic. I will play the "I don't know" card. This helps bring out knowledge they can pull from their own way or via discussion to help ideas build.

Students were asked to write parodies of fairytales. I asked students to share their fairytales and explained that every country has different fairytales, or at least different takes. I encouraged discussions about the different fairytales.

Plans for Implementing in 2017-18

I need to do more reading and revamping of my lessons to see how I will incorporate student voice.

Next year, I would like to implement student voice more. I would work on letting the students choose topics that interest them and then do what they need to create their knowledge and share it with their peers.

SEL Advisory lessons and in MTSS meetings

We have a big population of Tongans and Native Americans, but no literature or examples that support their culture. I will work over the summer to find examples to incorporate in my lessons.

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 2016-2017 included providing *Step by Step for Inclusive Schools* training for campus-based teams with teams of 8 participants per school. The training emphasized the importance of individual student-centered decisions for assigning supports and services. Each participating team created an action plan and identified criteria for determining successful implementation of effective practices. The action plans addressed six of the critical themes covered in the *Step by Step* training:

- Instructional Setting
- Collaboration
- Instruction

- In-Class Support
- Peer and Family Relationships
- Effective Use of Personnel

81 staff members participated in the Special Education Professional Learning.

Additionally, continued training was provided for *Differentiated Instruction and Co-Teaching* with teams of eight participants per school. Training emphasized the importance of individual student-centered decisions for assigning supports and services. Each participating team learned strategies for reaching all learners, the six models, and co-teaching.

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. An evaluation survey using a retrospective pre-survey, then post-survey approach was administered online in May 2017 to professional learning participants. Note: Throughout the bulletin, all percentages may not sum to 100% due to item non-response/inapplicability and/or rounding.

Special Education Professional Learning Surveys

Most participants of the August (93%) and September (100%) professional learning sessions agreed or strongly agreed that they felt better prepared to teach in an inclusive setting after attending. Most participants also planned to implement what they learned immediately, within the next week or within the next month (90% August; 85% September).
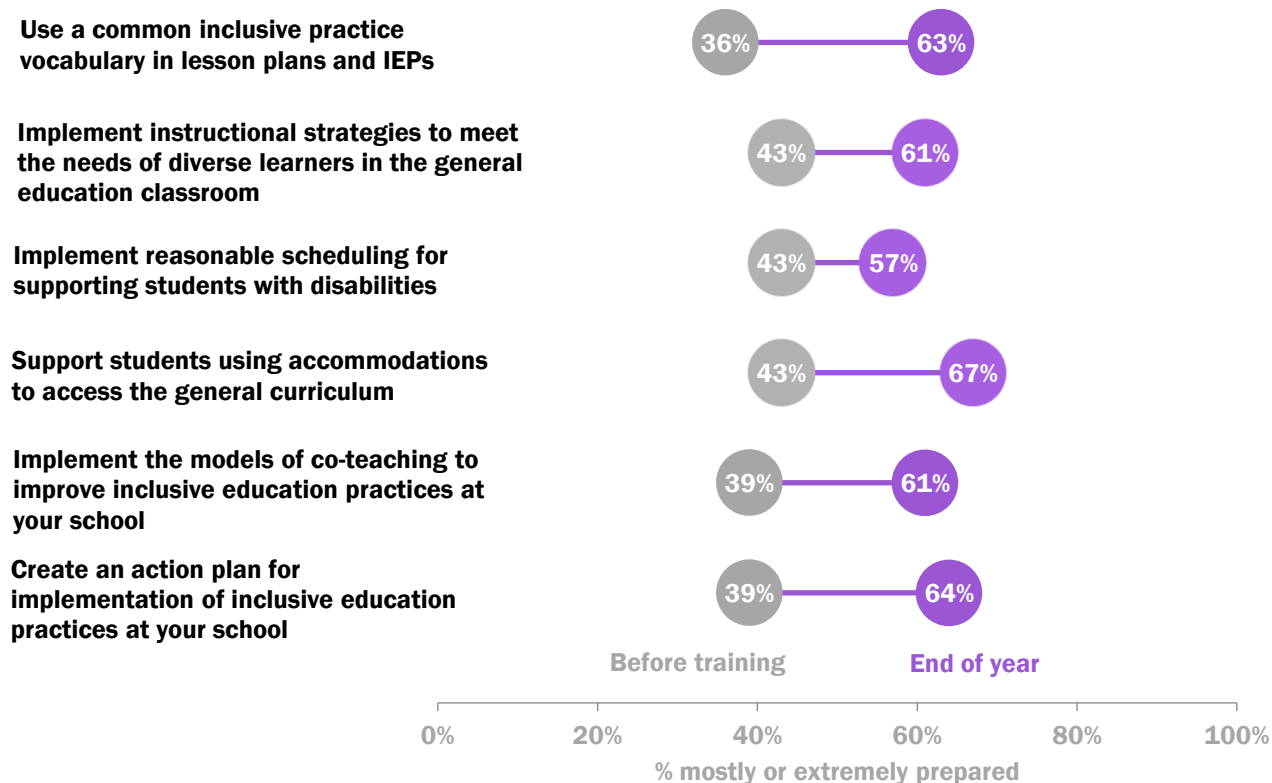
A retrospective pre-survey, then post-survey was collected online from 29 professional learning participants in May 2017. Approximately half of the survey respondents were general education teachers, 28% were special education teachers, and one was an administrator. A majority of respondents (62%) reported the assistance provided by Special Education Area Administrators and the Implementation Specialist in promoting differentiated instruction in school right was mostly or extremely effective.

Participants rated how prepared they felt implementing five different strategies from the professional learning on a five-point scale from 1 = *not at all* to 5 = *extremely*. Participants reported higher levels of preparation to implement all of the strategies after the professional learning compared to before (see Figure 1). Participants experienced the greatest increase in preparation from before professional learning to the end of the year with respect to using a common inclusive

practice vocabulary in lesson plans and IEPs. After the professional learning, participants felt least prepared to implement reasonable scheduling for supporting students with disabilities.

Figure 1
Participants' preparation to implement the strategies increased from before the training to the end of the year.

Use a common inclusive practice vocabulary in lesson plans and IEPs	36% — 63%
Implement instructional strategies to meet the needs of diverse learners in the general education classroom	43% — 61%
Implement reasonable scheduling for supporting students with disabilities	43% — 57%
Support students using accommodations to access the general curriculum	43% — 67%
Implement the models of co-teaching to improve inclusive education practices at your school	39% — 61%
Create an action plan for implementation of inclusive education practices at your school	39% — 64%

Before training   End of year

0%   20%   40%   60%   80%   100%
% mostly or extremely prepared

The majority of respondents (54%) indicated that they were either satisfied with their current level of information and support or could teach it to someone else, while 46% of participants felt they still needed more or extensive information and/or support (38% and 8%, respectively; Table 2). Areas in which participants needed additional support included:

- More assistance with what an inclusive education looks like in practice
- A daily advisor on site
- More information on MTSS
- Mandatory inclusion training for general education teachers
- How to continue to implement inclusion to the fullest ability

Table 2. Need for additional training and/or support	
I still need extensive information and/or support.	8%
I still need some more information and/or support.	38%
I am satisfied with my current level of information and support.	50%
I could teach someone else.	4%

- How to work with the general education classroom teacher to come up with a collective plan that meets the individual needs of all students, yet helps integrate the IEP requirements.

> Examples of strategies participants had implemented based on what they learned included:
>
> - "To collaborate appropriately with all colleagues."
> - "I am using the formats provided by them to make sure that during each lesson I am addressing the specific needs of my students. I am also keeping data that shows what students are learning based on their IEPs."
> - "I have implemented the scheduling with my paras regarding responsible scheduling whenever my students transition with their GenEd peers. Moreover, they have done a better job being more effective in facilitating support."
> - "Use peer mentoring, group discussions, and cooperative learning situations."
> - "I have several classrooms where I do station teaching. Also, I recall a change in my vocabulary toward a more people first language."

Special Education Walkthroughs

Student Support Services staff members conducted walkthrough observations at five schools. Across the five schools, there were 55 co-teaching classrooms, some of which were observed for the walkthroughs. Observers documented the types of co-teaching occurring in the classrooms. The most frequent type of co-teaching observed was 1 Teach 1 Assist, which was observed at five of the six schools (Figure 2). Student engagement ranged from 80% to 100% in classrooms at the six schools.

Figure 2
The 1 Teach 1 Assist co-teaching method was observed at five of the six schools.

1 Teach 1 Assist	Parallel teaching	Team teaching	Alternative teaching	1 Teach 1 Observe	Station teaching
5	2	4	2	2	2

# of schools co-teaching method was observed
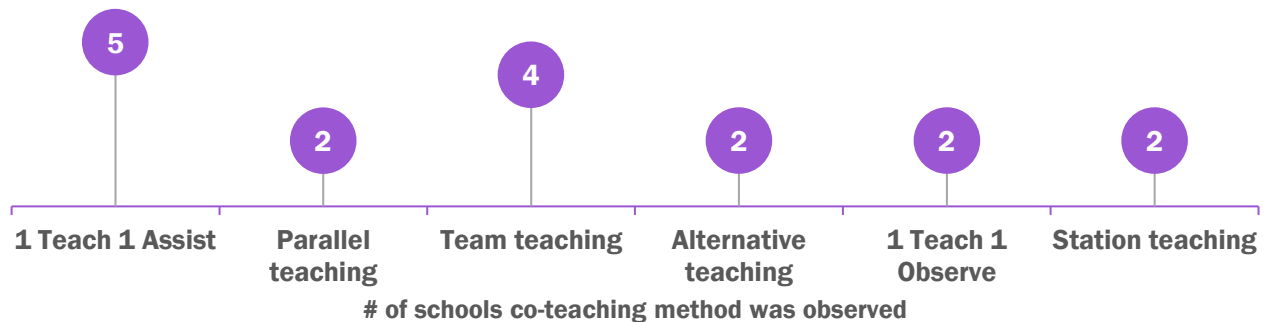
The percentage of classrooms using differentiated instruction ranged from 22% at one school to 100% at three schools, for an average of 79% of classrooms across five schools (this data point was not available for one school). Peer assistance was being utilized in all observed classrooms at three schools and was not observed at the other schools. Students were observed asking questions of both teachers at all of the classrooms. Teachers jointly sharing and using classroom space were observed in all classrooms at three of the schools, 67% of classrooms at another school, and in no classrooms at two schools.

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Student Achievement Data

SBAC. The Smarter Balanced assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge against Nevada's English language arts/literacy (ELA) and Mathematics standards. Figures 3 and 4 below illustrate the percent scores that meet SBAC criteria for ELA and Math in the school district as a whole, and separately for students with IEPs. The percentage of elementary school students with IEPs scoring at or above standards in both ELA and Math decreased from 17% in 2016 to 14% (ELA) and 15% (math) in 2017 (Figure 3). At the middle school level, slight decreases in the percentages of students with IEPs scoring at or above standards also were found for both ELA and Math (Figure 4).

Figure 3

Percentage of elementary school students District-wide and with IEP at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017
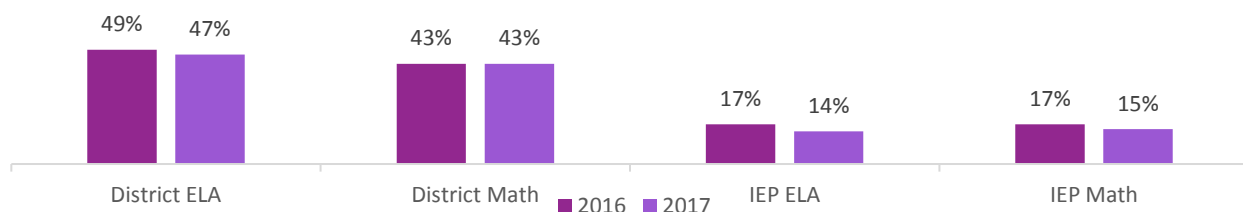
Figure 4

Percentage of middle school students District-wide and with IEP at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017
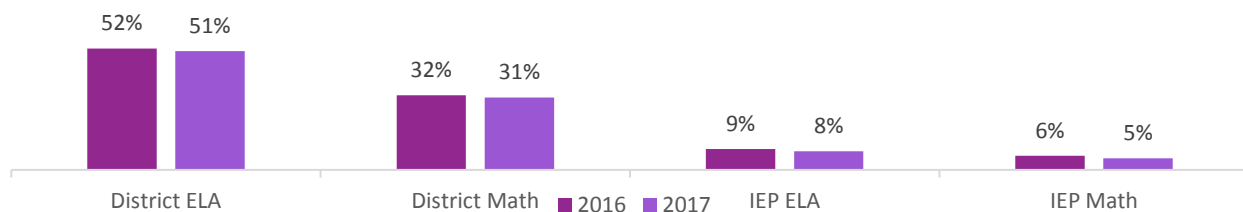
Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017. For IEP students, the graduation rate increased from 32% in 2016 to 59% in 2017 (Figure 5). It should be noted that there was no proficiency test required for graduation this year, which likely contributed to the rise in graduation rates.

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Figure 5
Graduation Rates by Student Population, 2015 through 2017
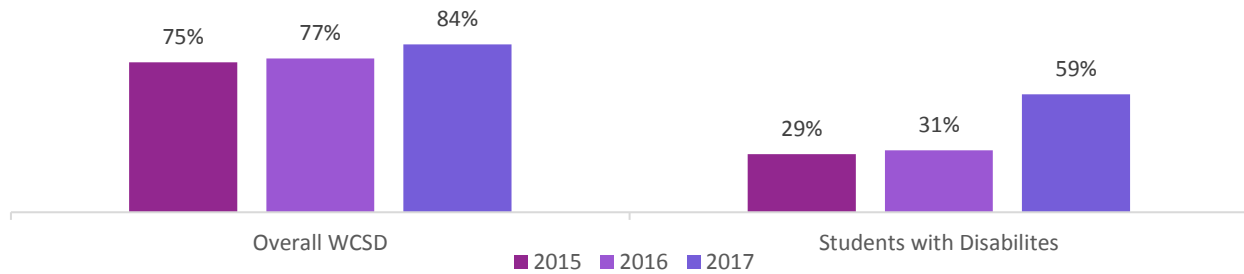
Conclusion

Results from the evaluation surveys and walkthroughs indicate the success of the Special Education professional learning in increasing teachers' preparation and ability to implement inclusive education practices strategies, differentiated instruction, and co-teaching. Walkthroughs revealed a need for improvement in some areas such as utilization of peer assistance, teachers jointly sharing and using classroom space, and utilizing a greater variety of co-teaching methods. Increasing the level of differentiated instruction in classrooms would also be beneficial. A walkthrough observer at one school noted that while some differentiated instruction was evident, it was not at the level it should be in all the classrooms.

1) *Staff will have protocols for differentiated instruction, inclusive education, and research based instructional and staffing options. Staff will use protocols to schedule students for content and grade level standards course work.*

   Objective met: The majority of follow-up survey respondents reported that their preparation to implement the strategies had increased after the professional learning.

2) *Instructional strategies to meet the needs of diverse learners in the general education classroom will be evident 80% of the time.*

   Objective approaching target: Differentiated instruction was evident in 79% of observed classrooms.

3) *An effective peer assistance and peer tutoring program will be utilized 70% of the time.*

   Objective not met: Peer assistance was evident in approximately 50% of observed classrooms.

The goal of the Washoe County School District (WCSD) Student Learning Objectives Site-Based Team Training is to improve the attainment of rigorous, standards-based academic growth targets for WCSD students. Implementing Student Learning Objectives (SLO) will align collaborative practice, data use, standards-based instruction, goal setting and the continuous cycle of improvement of instructional practice to realize increased student learning. The SLO process includes four phases: Preparation, Development, Implementation and Results Analysis. In 2016-2017, Title II-funded programming activities included site-based review team trainings and District SLO Review Team days. Site-based review teams consisted of a principal or assistant principal and certified staff, having a minimum of four team members. The training included practice in scoring and feedback using a common SLO, charting scoring levels for transparency and inter-rater reliability norming, and generating group norms and procedures to increase efficiency and stability of the Review Team at each site.

193 teachers and administrators participated in SLO review team trainings.

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 using a retrospective pre-survey, then post-survey approach were administered after the review sessions and an online follow-up survey was administered to site-based review team members in May 2017. Note: Throughout the bulletin, all percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

Site-Based Team Review Session Survey

Site-based team review sessions were held in September, October, and November 2016. Evaluation surveys were collected from 69 training participants. The majority of participants were teachers (76%), 19% were administrators, and 5% were instructional coaches. Participants who worked at elementary schools represented 76% of the sample, while the remaining 24% worked at high schools. Participants rated how confident they felt in their ability to provide evidence-based ratings of SLOs and their ability to provide evidence-based feedback to teachers on SLOs on a five-point scale from 1 = *not at all* to 5 = *extremely,* before and after the review team training. Participants reported much higher levels of confidence in both these abilities after the training session compared to before (see Figure 1). Almost half of the participants (45%) felt *mostly* or *extremely* confident they could teach the session to someone else.

Figure 1

Participants' confidence in ability to provide evidence-based ratings of SLOs and formative feedback increased from before the session to after.

Ability to provide evidence-based ratings of SLOs 14% 69%

Ability to provide evidence-based formative feedback to teachers on SLOs 9% 66%

Before session   After session

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

% mostly or extremely confident

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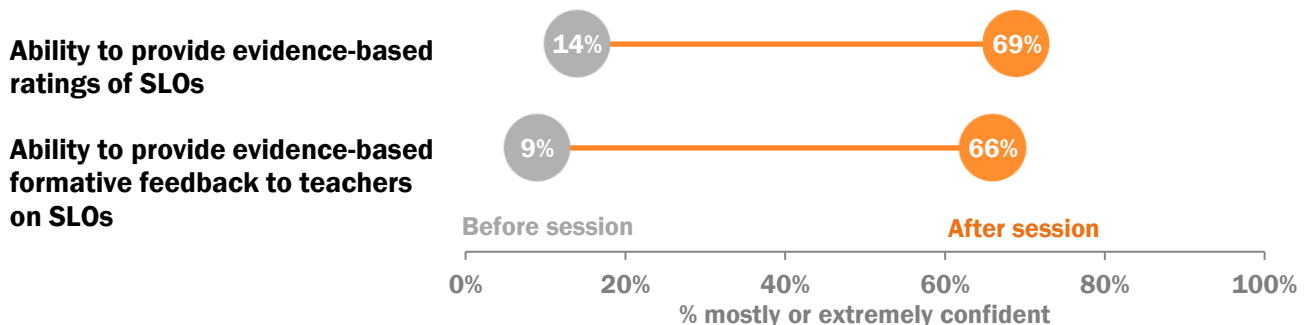
Most participants (88%) felt there was sufficient time allotted for the training. When asked what aspect of the session was most helpful to them, frequently mentioned responses included

- Working through the SLOs with a group
- Hands on training
- The examples and discussion of them
- The rubric; and,
- Practicing the process.

The majority of respondents (63%) indicated that they were either satisfied with their current level of information and support. Almost 18% reported they could teach it to someone else (Table 2).

Table 2. Need for additional training and/or support	
1 "I still need extensive information and/or support."	2%
2 "I still need some more information and/or support."	18%
3 "I am satisfied with my current level of information and support."	63%
4 "I could teach someone else."	18%

SLO Follow-Up Survey

A follow-up evaluation survey was administered to site-based Review Team training participants online in May 2017. A total of 90 participants completed the follow-up survey. Exactly half the respondents were from elementary schools (50%); 18% from middle schools and 32% from high schools. The majority of respondents were certified staff (85%; Table 3).

Table 3. Job Classification	
Administrator	6%
Certified Staff (Teacher)	85%
Instructional Coach	6%
Other	3%

Results of the follow-up survey indicate that the majority of participants felt *mostly* or *extremely* confident a) during the scoring and feedback process; b) in their ability to provide evidence-based ratings of SLOs; and, c) that they could train a new member of their site's SLO Review Team next year (Figure 2). The majority respondents (62%) found the SLO Site-Based Review Team session to be *mostly* or *extremely* helpful while engaging in the scoring and feedback session.
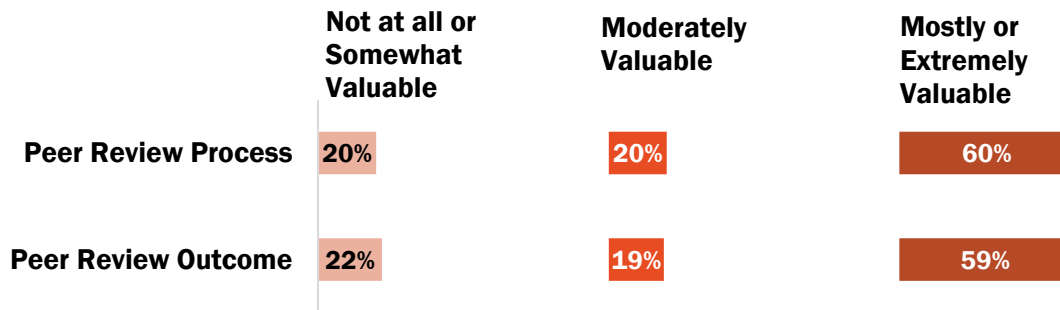
Figure 2

91% of respondents felt mostly or extremely confident during the SLO scoring and feedback process.

	Not at all or Somewhat	Moderately	Mostly or Extremely
Confident during SLO Review Team scoring and feedback process	14%	24%	91%
Confident in ability to provide evidence-based ratings of SLOs	17%	18%	61%
Confident could train new member of SLO review team	22%	23%	54%
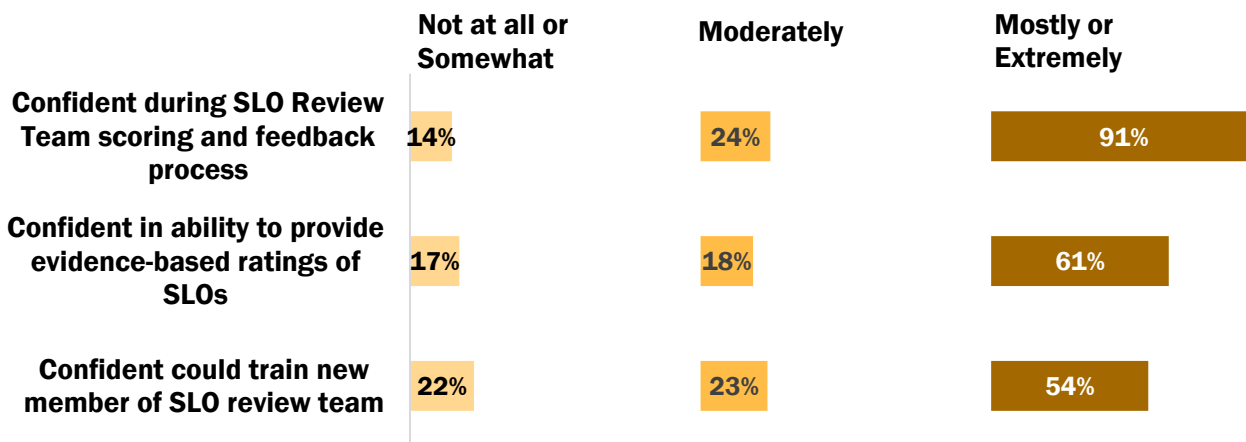
When asked to rate the value of the peer review process and outcome at their site, 60% reported the process to be mostly or extremely valuable; and 59% reported the outcome to be *mostly* or *extremely* valuable (Figure 3). While many participants would have liked more training and examples to better use SLOs, some felt the entire process was cumbersome and ineffective. Several frustrations with the program were mentioned, including that it wasted time and resources. Some respondents recommended the elimination of the SLOs entirely.

Figure 3
60% of respondents found the peer review process mostly or extremely valuable.

	Not at all or Somewhat Valuable	Moderately Valuable	Mostly or Extremely Valuable
Peer Review Process	20%	20%	60%
Peer Review Outcome	22%	19%	59%

Most helpful aspects of site-based review team training while engaging in the scoring and feedback process:	**Suggestions for improving the site-based review process**
• Having examples • Working through process as a team • Being familiar • Going through the process	• More time • More trainings • More good examples • Training earlier in year • Consistency between trainers

Student Achievement Data

DRA. DRA results show that the percentage of K-2 students on the pathway (64-69%) increased slightly from 2016 to 2017 in all three grade levels (Table 4).

Table 4. Percentage of students "On Pathway" on end-of-year DRA in 2016 vs. 2017			
	Kindergarten	First	Second
2016	62%	62%	63%
2017	69%	64%	66%

SBAC. The Smarter Balanced assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentages of students at or above standards in ELA and Math very similar to previous years for both the elementary and middle school levels (Figure 4).

Figure 4
Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017

*8th grade students enrolled Algebra in 8th grade (generally higher achieving students) take the End of Course exam instead of SBAC, which likely accounts for the lower proficiency rates in the middle grades.

Evaluation Bulletin prepared by:
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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. The Coordinators 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 2016-2017 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)**

The goal of the **School Performance Planning and School Performance Framework** (SPP/SPF) professional development is to build capacity among school leadership teams to design, implement and monitor school performance plans (SPP) aligned with the Nevada School Performance Framework (NSPF) 2.0. 2016-2017 activities to meet the SPP/SPF objectives included:

- Provide refresher training on NSPF 2.0 and Growth to all school administrators and leadership teams.
- Guide school leadership teams through data driven conversations, root cause analysis and goal/objective development.
- Provide training to all school administrators and leadership teams on goal/objective setting and monitoring of SPPs in alignment to the NSPF changes and SBAC data.
- Provide steps to be completed during fall open labs and provide coaching and assistance between August 1st and October 1st.
- During open labs, provide to all school administrators and school leadership teams trainings on aligning SPP to the NSPF 2.0, effective components of useful school improvement planning, and effective practices for monitoring school improvement plans.

- Provide open labs to all school administrators and school leadership teams to provide training on use of implementation and student achievement data to monitor, evaluate, and adjust SPPs for teachers and student performance.
- Provide training on use of new tools and reports in the WCSD Data Warehouse to monitor student and school performance.
- Provide ongoing PD, coaching and technical assistance for developing and implementing school improvement plans based on SPF and using data to monitor and evaluate SPP.
- For advanced and differentiated one-on-one support, open labs will be provided throughout the fall of 2016 to align SPPs with new data.

In 2016-2017, the Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the SICs and the SPP/SPF professional development program 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.

73 school administrators received support from the School Improvement Coordinators.

Time Usage

Each of the two SI Coordinators tracked their time for five weeks spread across five 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-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 review and feedback. Most often, the SI Coordinators did solo work or engaged with individuals one-on-one (Figure 3).

Figure 1

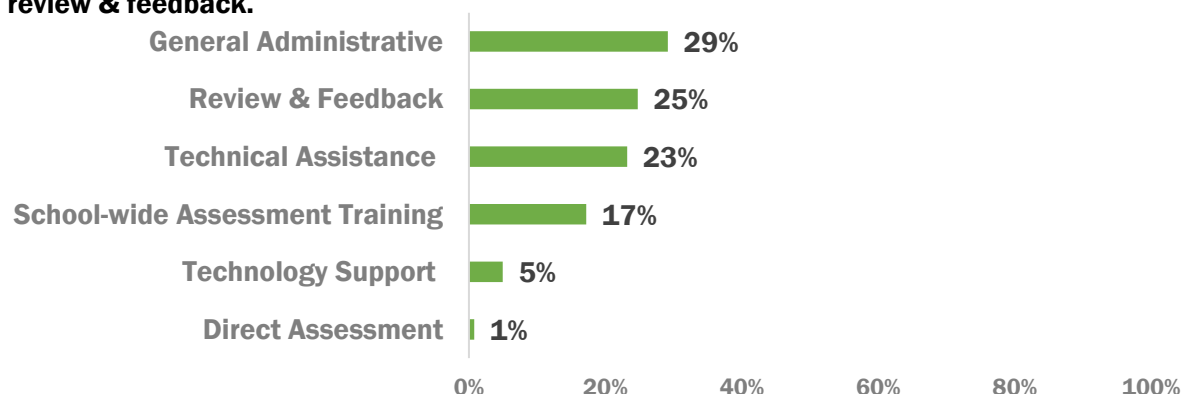**The SI Coordinators spent 46% of their time working on School Performance Planning.**

School Performance Planning 46%	Other 31%	NCAAT-S 21%

NCCAT-D 2%

Figure 2

The SI Coordinators spent 29% of their time on general administrative duties and 25% on review & feedback.

General Administrative	29%
Review & Feedback	25%
Technical Assistance	23%
School-wide Assessment Training	17%
Technology Support	5%
Direct Assessment	1%

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

Figure 3

The SI Coordinators spent 53% of their time on solo work.

Solo 53%	One-on-One 26%	Small Group 17%	

Large Group
4%

Support Follow-up Survey

As an additional evaluation strategy, individuals who were provided direct support by the SICs were asked to participate in a brief follow-up survey in the late spring. The survey was online and individuals were contacted via email with the request to participate. In all, 34 principals and three assistant principals completed the survey. Most often, follow-up participants reported receiving support in the area of School Performance Planning (92%) and the Nevada Comprehensive Curriculum Audit Tool-School (NCCAT-S; 32%; Figure 4).

Figure 4

92% of respondents had received support related to SPPs from the SICs.
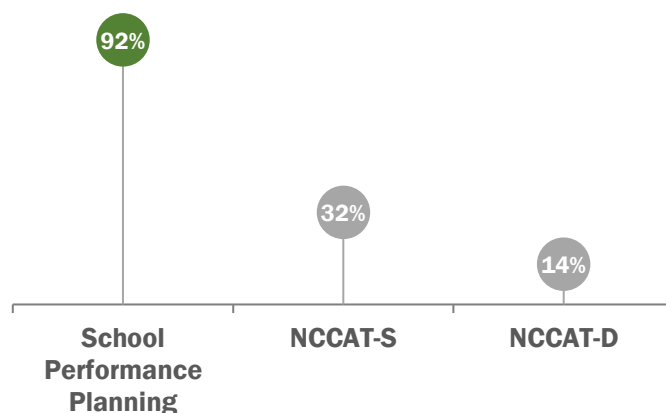
92%	School Performance Planning
32%	NCCAT-S
14%	NCCAT-D

The SICs offered five 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)
- **Technology Support** (e.g., apps/software training, hardware, tech support)

Figure 5
80% of respondents had received review and feedback support from the SICs.
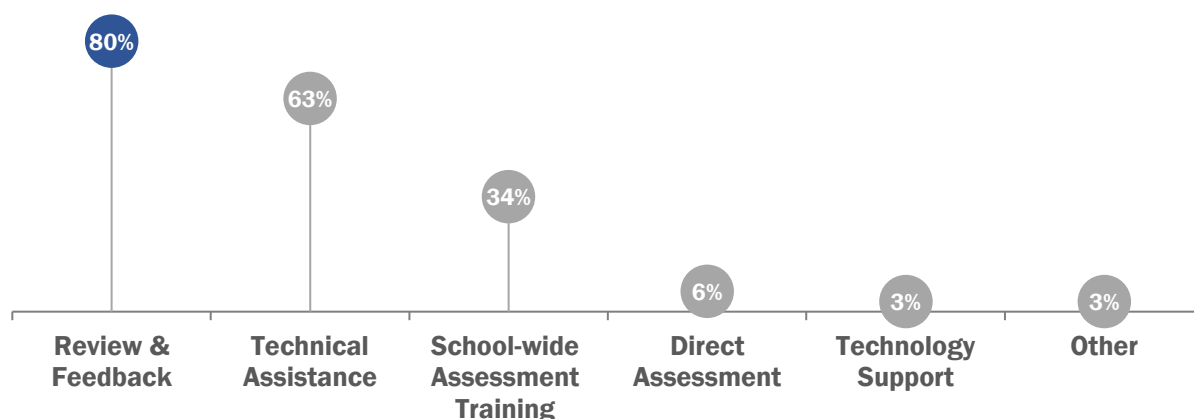
Respondents reported receiving support from the SICs most frequently through technical assistance (63%) and reviewing feedback from assessments (80%; Figure 5). Most (88%) reported that they had *mostly* or *completely* been able to apply the assistance and/or training they received. Furthermore, 69% of the follow-up participants 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, 23% felt they could help someone else understand that area (Table 1).
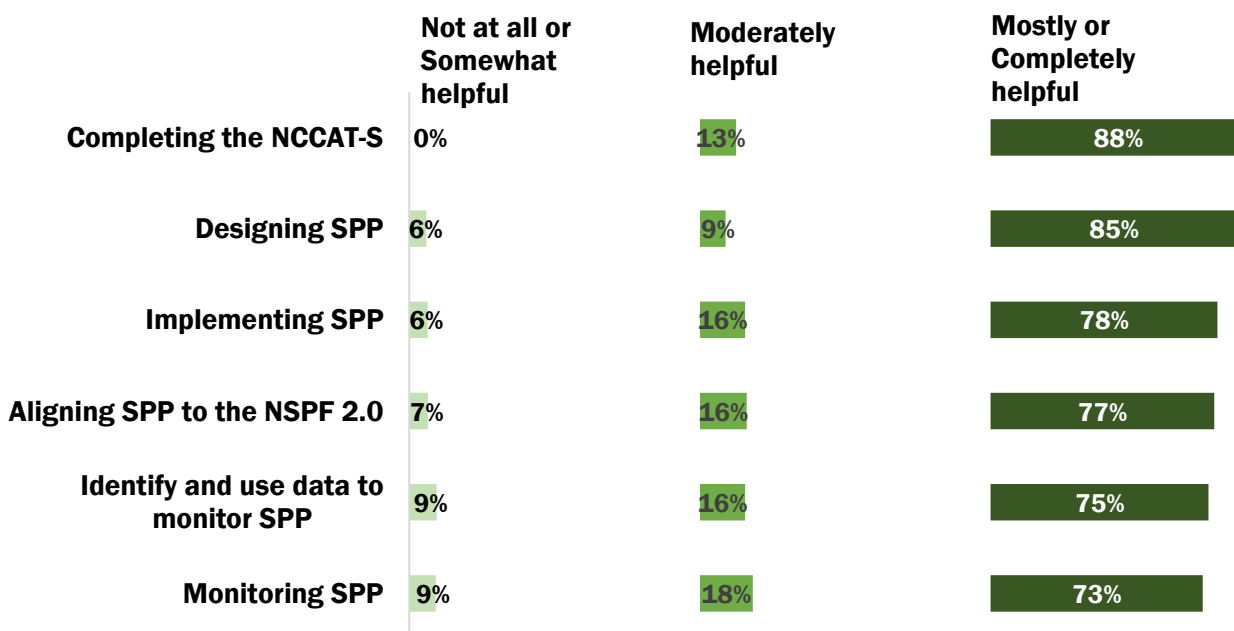
Table 1. Current Support Need	
I need a lot more information and/or support.	3%
I need some more information and/or support.	6%
I am satisfied with my current level of understanding and support.	69%
I could help someone else to understand.	23%

At the time of the spring follow-up survey, most survey respondents (73 to 88%) indicated the support they had received from the SI Coordinators was *mostly* or *completely* helpful with respect to each of the seven support areas listed (Figure 6). Respondents found the support they received related to completing the NCCAT-S to be most helpful.
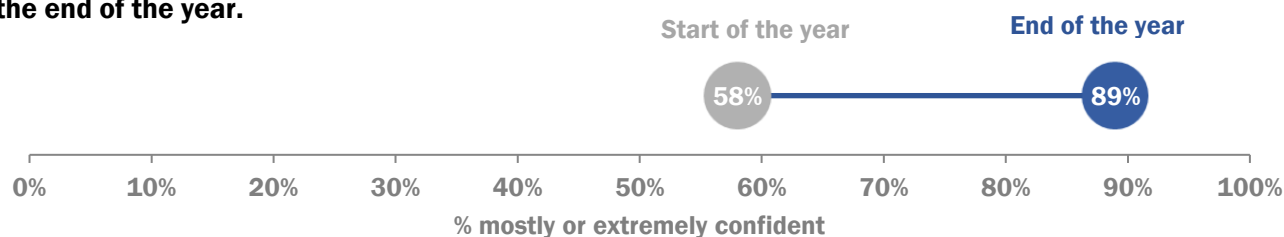
Figure 6
The highest percentages respondents felt completing the NCCAT-S and designing SPP were mostly or completely helpful.

	Not at all or Somewhat helpful	Moderately helpful	Mostly or Completely helpful
Completing the NCCAT-S	0%	13%	88%
Designing SPP	6%	9%	85%
Implementing SPP	6%	16%	78%
Aligning SPP to the NSPF 2.0	7%	16%	77%
Identify and use data to monitor SPP	9%	16%	75%
Monitoring SPP	9%	18%	73%

Principals and Assisant Principals were asked to assess their level of confidence 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, a higher percentage of respondents indicated they felt mostly or extremely confident in their ability to align the SPP the Nevada School Performance Framework 2.0 (Figure 7).

Figure 7
Support recipients' confidence in ability to align SPP with NSP 2.0 increased from the beginning to the end of the year.
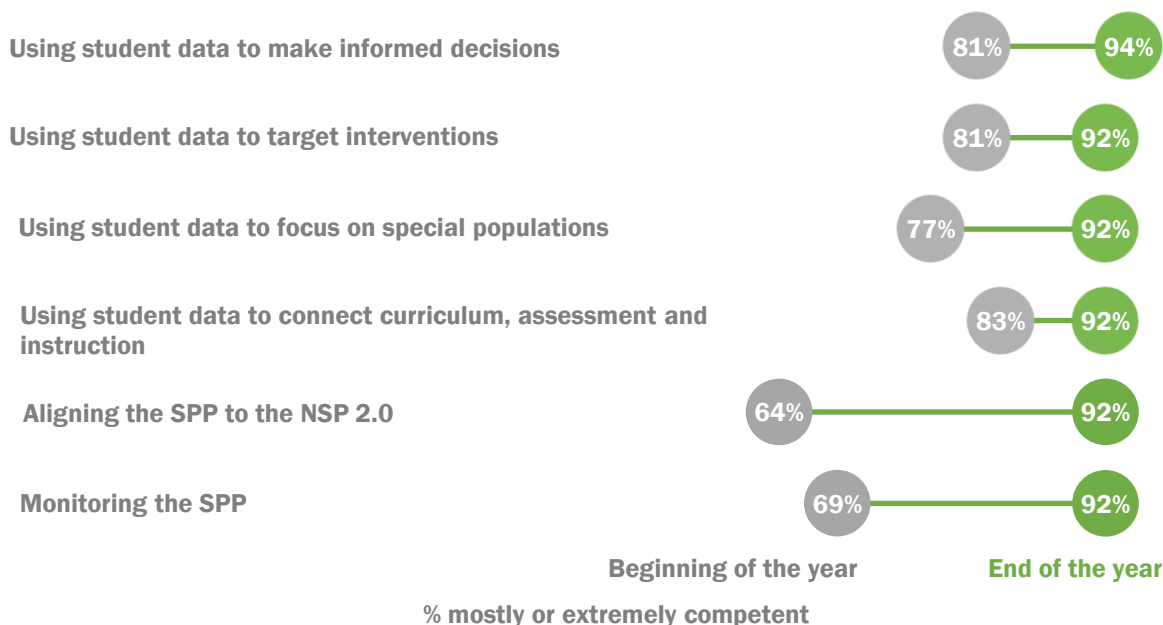

Start of the year — 58%   End of the year — 89%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
% mostly or extremely confident

Respondents also rated how competent they felt they were at the beginning of the school year and the end related to five areas (Figure 8). Increases in perceived competence was present for all five areas. The greatest increase in perceived competence related to aligning the SPP to the NSPF 2.0 and monitoring the SPP.

Figure 8
SPP support recipients' competence increased most related to aligning the SPP to NSPF 2.0 and monitoring the SPP.

	Beginning of the year	End of the year
Using student data to make informed decisions	81%	94%
Using student data to target interventions	81%	92%
Using student data to focus on special populations	77%	92%
Using student data to connect curriculum, assessment and instruction	83%	92%
Aligning the SPP to the NSP 2.0	64%	92%
Monitoring the SPP	69%	92%

% mostly or extremely competent

End-of Year School Improvement Coordinator Reflection Survey

In May 2016, the SI Coordinators completed end-of-year reflection surveys 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 schools aligning their SPP and Needs Assessment around WCSD's Four Fundamentals; building capacity in schools to understand SPPs and actually use the SPP to inform change and improvements at their schools; and helping five underperforming schools successfully apply for and receive 1003a grants.

> **"I feel that the schools are really listening to us when it comes to thinking out of the box when creating goals and measurable objectives. Many schools have aligned their School Performance Plan (SPP) and Needs Assessment around the 4 Fundamentals. Our office has had many requests to provide PD and data interpretation for some of the assessment tools they may use in their SPP. We have**

built capacity in schools to get them to understanding the SPP is a living document that guides their plan to create better student achievement."

"The most successful aspect has been to see real systemic change in how our schools view their School Performance Plan. In the last three years, the plan has become a living, breathing document that schools use to change the systems of content and curriculum delivery at their sites. I also think that our teamwork in rolling out the brand new, state created SPP to our Underperforming Schools for the 1003a grant could be deemed nothing but a success. In a short time, we helped guide schools through the processes in applying for the grant and utilizing the completely brand new document into coherent plans that led to five of our six schools earning funding that will help benefit their students."

SI Coordinators felt that there were no notable challenges in doing their work this year. They noted that school leaders are coming to them for assistance and it has been less challenging to them than in past years.

"I feel this has been the best year of collaboration between our office and the 104 schools that we serve. It used to be a struggle for some of our schools to truly learn from the story that the data gives. That struggle for the most part is over. Schools are asking our advice and want us to come visit their leadership teams and staff so that the information can be consistent and meaningful. The schools seem to be relying more and more on the information we can provide."

"I don't feel like we have had any real challenges. I feel like the work that we have done over the past three years has created a reputation that allows for school leaders to reach out to us for help and guidance if needed. We are active in more schools and with more school sites than we ever have been and the challenges brought by ESSA have allowed us to broaden our impact and reach. The challenge is making sure that we, as a team, deliver the latest and most impactful information to each and every one of our school sites. I feel like we do that on a daily basis."

While not having many challenges to deal with this past year, the SI Coordinators noted they met the demand for services by letting schools know of their availability, and increasing the number of open labs. The Coordinators also have maximized school leaders' time by meeting them at their school sites. SI Coordinators noted that additional professional development would be useful in the area of Peer Review of SPPs which is currently only done at Title I sites. The Coordinators feel it would be beneficial to expand that to all the schools.

"One of the great and meaningful things we do with schools is a Peer Review session. Right now only Title I schools participate in this because it is required by law. The feedback from this 3-4 hour PD has been overwhelmingly positive. Our office is in the process of creating a way for all of our Non-Title schools to participate in the same type of Peer Review. The power of having several principals

from around our district read and comment on a school's SPP is extremely valuable in so many ways. Not only is the feedback constructive with great suggestions to move forward, but those giving the peer review learn strategies that they may be able to take with them and apply at their own school site. This is truly an area of where PD can be continued with a meaningful result."

"The most important thing is that we are getting the information out to each of our school sites and giving them the option of how they use our services and that information to create the best possible learning environment at their respective sites. We are always willing to visit or speak with anyone regarding school improvement and we continue to pursue educational opportunities on our end to make sure we are delivering the most relevant and most useful information regarding school improvement to each of our sites."

"I have learned so much in this position. Our job description seems to change every year, but the change is rewarding, challenging, and creates an opportunity for us to look through a different lens to continue to make a difference with our schools and the students they serve."

"I feel that our work, teamwork, has led to a reputation of excellence in our school district. We are always willing and ready to help in any way that we can to help schools improve. We have a wonderful team and we are well supported by our colleagues in Accountability."

Student Achievement Data

DRA. DRA results show that the percentage of K-2 students on the pathway (64-69%) had a slight increase from 2016 to 2017 in all three grade levels (Table 2).
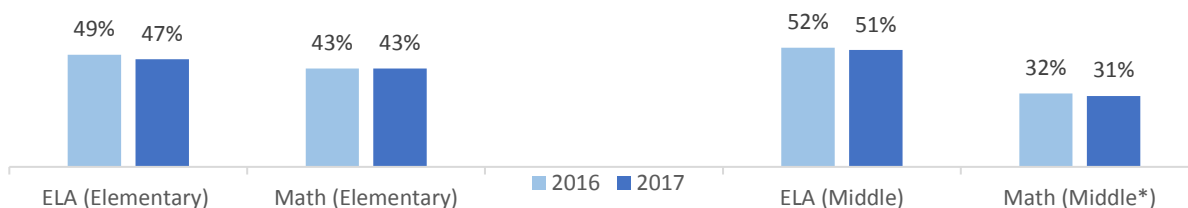
Table 2. Percentage of students "On Pathway" on end-of-year DRA in 2016 vs. 2017			
	Kindergarten	First	Second
2016	62%	62%	63%
2017	69%	64%	66%

SBAC. The Smarter Balanced Assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentages of students at or above standards in ELA and Math decreased slightly from 2016 to 2017 at both the elementary and middle school levels (Figure 9).

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Figure 9

**Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017**

*8th grade students enrolled Algebra in 8th grade (generally higher achieving students) take the End of Course exam instead of SBAC, which likely accounts for the lower proficiency rates in the middle grades.

Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017. For English Learners, the graduation rate increased from 32% in 2016 to 67% in 2017. Increases in graduation rates also occurred for students with disabilities and low SES students (Figure 10). With respect to race/ethnicity, graduation increased for students of all the races and ethnicities (Figure 11). It should be noted that there was no proficiency test required for graduation this year, which likely contributed to the rise in graduation rates.
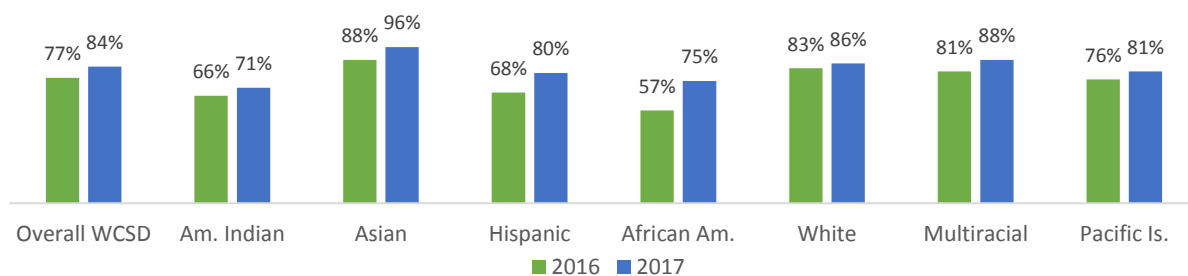
Figure 10

Grad Rates by Student Population
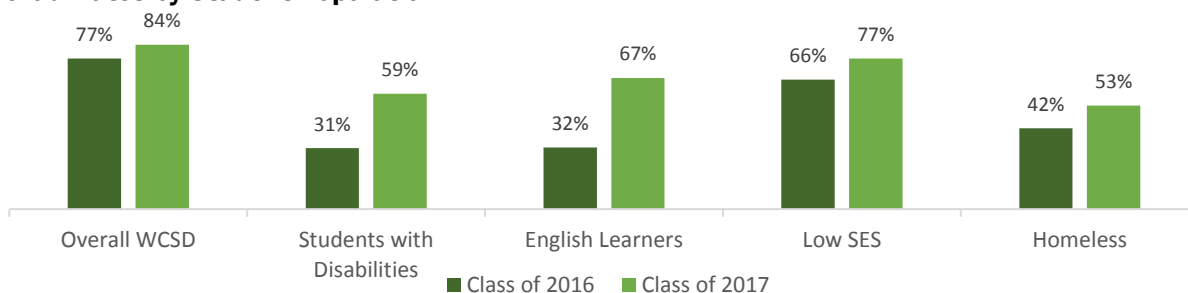
Figure 11

Graduation Rates by Race/Ethnicity, 2016 through 2017

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WCSD Title II Social and Emotional Learning Evaluation Bulletin 2017

The main goal of the Washoe County School District (WCSD) Social and Emotional Learning (SEL) professional learning is to train K-12 staff on how to implement Social and Emotional Learning in classrooms and school-wide. The SEL professional learning is designed to have teachers in WCSD trained in how to implement SEL to strengthen culture and climate, integrate SEL strategies within the instructional day, and offer direct skill instruction using evidence-based curricular resources. WCSD uses a train-the-trainer model to implement SEL. This model allows for each site to send a site-based "SEL Leadership Team," comprised of one site administrator and four teachers, to participate in three full days of direct training with SEL experts from WCSD, and external trainers from MindUP™ or School Connect. Once the SEL Leadership Team has been trained, they are charged with training the rest of the staff at their site. WCSD has adopted SEL standards outlining the five SEL Competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making); and, SEL is aligned with Nevada Academic Content Standards (NVACS).

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. An evaluation survey using a retrospective pre-survey, then post-survey approach was administered online in June 2017. Note: Throughout the bulletin, all percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

SEL Professional Learning End-of-Year Survey

Retrospective pre, then post surveys were collected from 10 SEL professional learning participants online in June 2017. Nine out of the ten participants were from high schools (90%); and, 10% from middle

Table 1. Job Classification	
Administrator	40%
Certified Staff (Teacher)	60%

schools. The majority of respondents were certified staff (60%; Table 1). Participants rated how much they knew about the SEL curriculum the district uses on a five-point scale from 1 = *not much at all* to 5 = *a lot* before and after participating in this year's SEL training. Participants reported higher levels of knowledge of the SEL curriculum after the training compared to before (see Figure 1).

Figure 1
100% of the respondents reported knowing "quite a bit" to "a lot" about the SEL curriculum after the training.
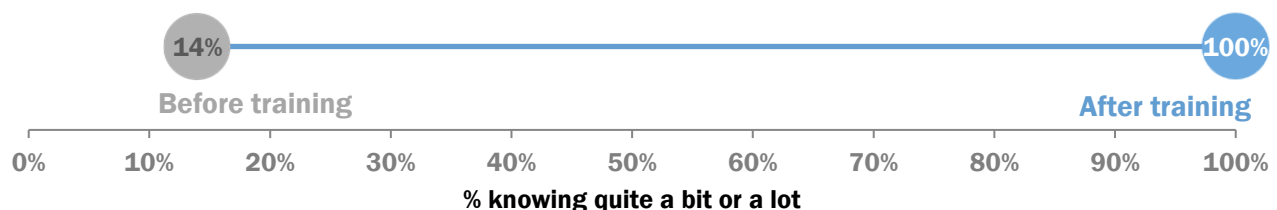

% knowing quite a bit or a lot

Participants rated how competent they felt a) integrating SEL strategies into core content areas; b) using student voice in your school; and, c) bringing SEL standards into the curriculum. Participants' perceived competence increased for each of the three aspects from before to after the SEL professional learning, with 86-100% feeling mostly to extremely competent at the end of the year (Figure 2).
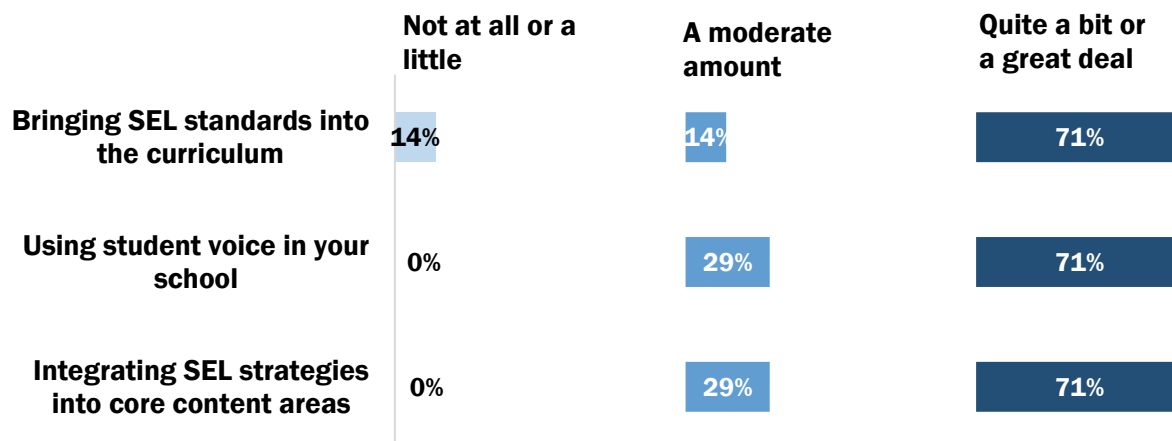
Figure 2
Participants' competence to implement SEL strategies increased before training to after training.
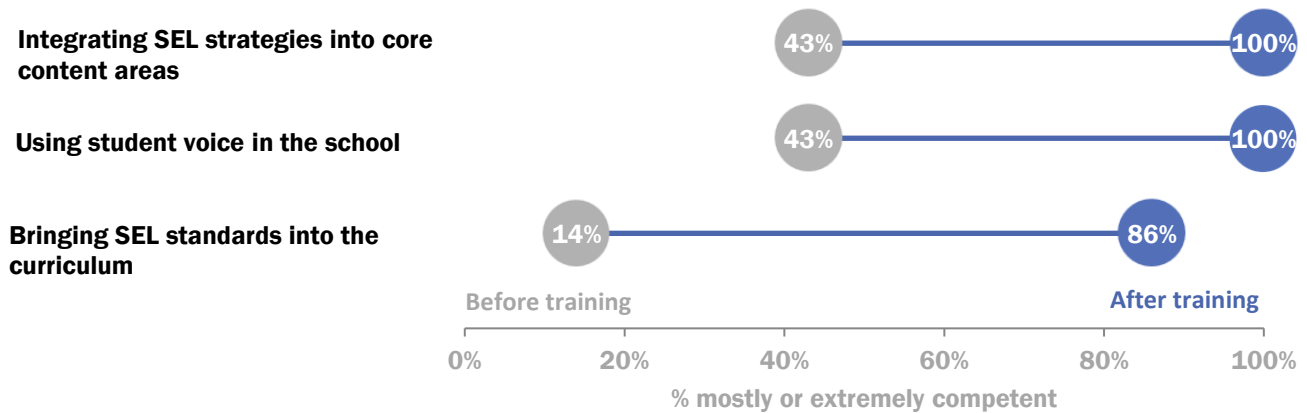
When asked about implementation, most participants reported using the strategies and actives between a moderate amount and a great deal in the classroom/school. Only one respondent reported not using the SEL standards in the curriculum (Figure 3).

Figure 3
71% of respondents reported implementing SEL strategies in their classroom or school quite a bit or a great deal.

	Not at all or a little	A moderate amount	Quite a bit or a great deal
Bringing SEL standards into the curriculum	14%	14%	71%
Using student voice in your school	0%	29%	71%
Integrating SEL strategies into core content areas	0%	29%	71%

Participants described how they use the strategies to start classes and build a classroom community.

"We have begun modeling strategies for building classroom community at our staff meetings. Teachers are encouraged then to use them in their content area classes."

The majority of respondents (71%) indicated that they were either satisfied with their current level of information and support while some participants felt they still needed more or extensive information and/or support (29%; Table 2). However, no participants felt confident enough to teach someone else. Areas in which participants needed additional support included having phase II implementation strategies.

Table 2. Need for additional training and/or support (N=7)	
I still need extensive information and/or support.	0%
I still need some more information and/or support.	29%
I am satisfied with my current level of information and support.	71%
I could teach someone else.	0%

"Our Admin team has been teaching an SEL class to freshmen during our Intervention class. We have loved the experience and have committed to doing this again next year."

School Climate and Student Social Emotional Learning Skills

On the school climate survey, 89% of students agreed that teachers and staff at their school treat each other with respect; 73% of students agreed that adults working at the school treat all students respectfully; 49% agreed that students treat teachers and staff with respect; 55% said that students respect each other; and 82% agreed that adults at their school care about them.

Figure 4
Students' Ratings of Social Emotional Skills were similar from 2016 to 2017.
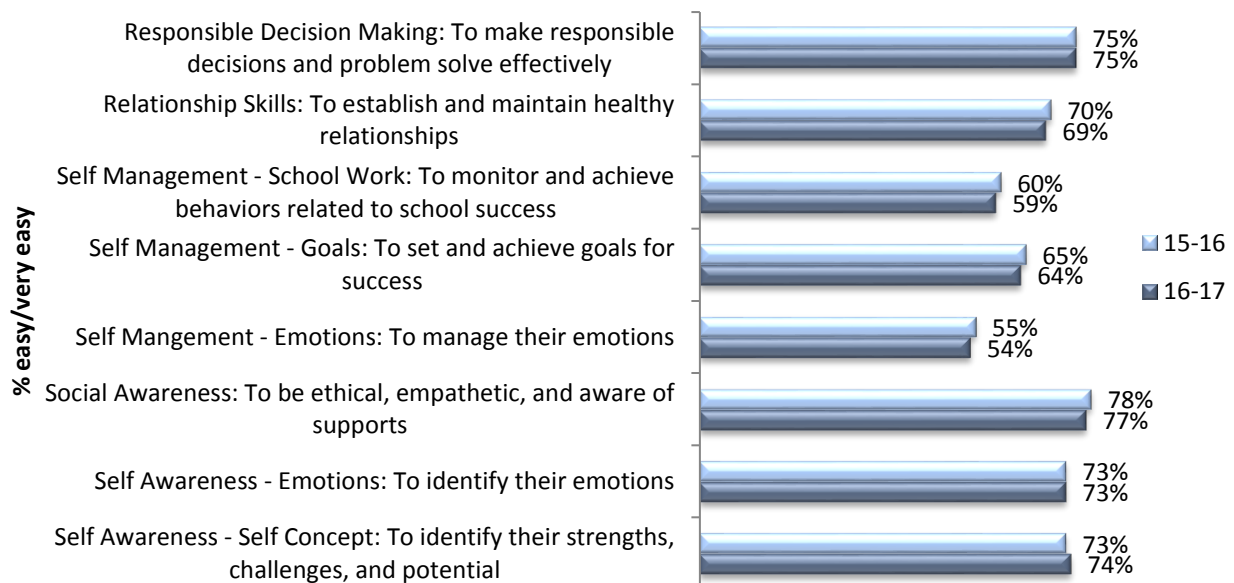
Figure 4 depicts the results of the Social Emotional Skills Scales from the School Climate survey, in which students rated how easy it was for them to do each of the skills. Results were very similar from 2015-2016 school year to the 2016-2017. The highest percentage of students indicated social awareness was easy, with 77% of them indicating it was easy or very easy to be ethical, empathetic, and aware of supports. Self-management of emotions had the smallest percentage of students (54%) indicating that managing their emotions was easy or very easy.

Conclusion

The program objectives to increase participants' knowledge of SEL curriculum and implementation of SEL strategies in the classroom and school were met as evidenced by the end-of-year survey results. The majority of respondents had brought SEL standards into the curriculum, used student voice in their school, and integrated SEL into core content areas.

WCSD Title II Saturday Café Evaluation Bulletin 2017

The Saturday Cafés were developed through the Washoe County School District's (WCSD) Department of Professional Learning to support districtwide implementation of the Nevada Academic Content Standards (NVACS), professional growth systems and school performance plans. The purpose of the Saturday Cafés is to strengthen capacity of classroom teachers, while companion sessions were planned for administrators through an instructional leadership lens. The Saturday Cafés supported two District Strategic Plan goals:

1) Ensure annual student academic growth through a vertically aligned system of curriculum and instruction founded on rigorous and relevant instruction designed to meet the needs of every child in our diverse student population.
2) Develop and retain through recruitment, selection, professional development, and training, highly effective personnel to support students and their academic and District success.

306 teachers, administrators, and staff members participated in the September Saturday Café.

For the 2016-2017 school year, the September Saturday Café was supported with Title II funds. The September Saturday Café served 306 teachers, administrators, and staff members. The Café was planned by the Professional Learning Design Team and led by the Director of the Professional Learning Department. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with the Saturday Café team to evaluate the Café. Post-session surveys were completed for all the sessions at the café, as well as the keynote speaker session. An online implementation survey was sent to participants two months after the conference was completed.

Saturday Café Evaluation Surveys

"Those Kids ARE our Kids!" was the title of the September Saturday Café. The café focused on Fundamental II—"*Through collaboration among general education, special education, and ELL staff, ALL students will be provided Tier I core instruction in the general education classroom environment*". The Café included sessions focused on creating inclusive classrooms and preparing students, teachers, and parents for success.

Keynote Speaker Evaluation

JoEtta Gonzales gave the keynote address entitled "All Really Does Mean All: Creating a Culturally Responsive and Inclusive Community for Learning." Respondents were asked to rate how strongly they agree or disagree with the statement, "The content of this session strengthened my understanding of Fundamental II: Inclusive Practice," to which 92% indicated "Agree," or "Strongly Agree" (Figure 1).

Figure 1

92% of respondents agreed or strongly agreed that the keynote session strengthened their understanding of Fundamental II: Inclusive Practice.
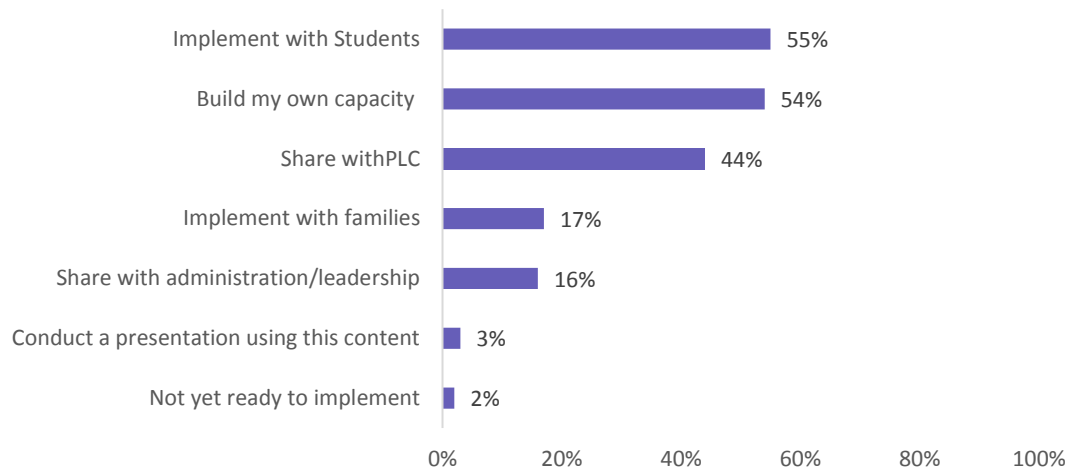
Strongly Agree 39%	Agree 53%		Disagree or Strongly Disagree 7%

As illustrated in Figure 2, more than half of the respondents stated that they planned to implement the content from the Keynote Speaker with students (55%) and build their own capacity (54%). Forty-four percent planned to share with their Professional Learning Community (PLC; 44%). Two percent of respondents stated they were not ready to implement.

Figure 2

55% of respondents planned to implement content from the keynote speaker with students.

|	
Implement with Students	55%
Build my own capacity	54%
Share withPLC	44%
Implement with families	17%
Share with administration/leadership	16%
Conduct a presentation using this content	3%
Not yet ready to implement	2%

Breakout Session Evaluations

There were 16 different breakout sessions at the September Saturday Café. Across the sessions, 96% of participants agreed or strongly agreed that breakout sessions strengthened understanding and built their instructional capacity (Figure 3).

Figure 3

96% of respondents agreed or strongly agreed that the breakout sessions strengthened their understanding and build their instructional capacity.

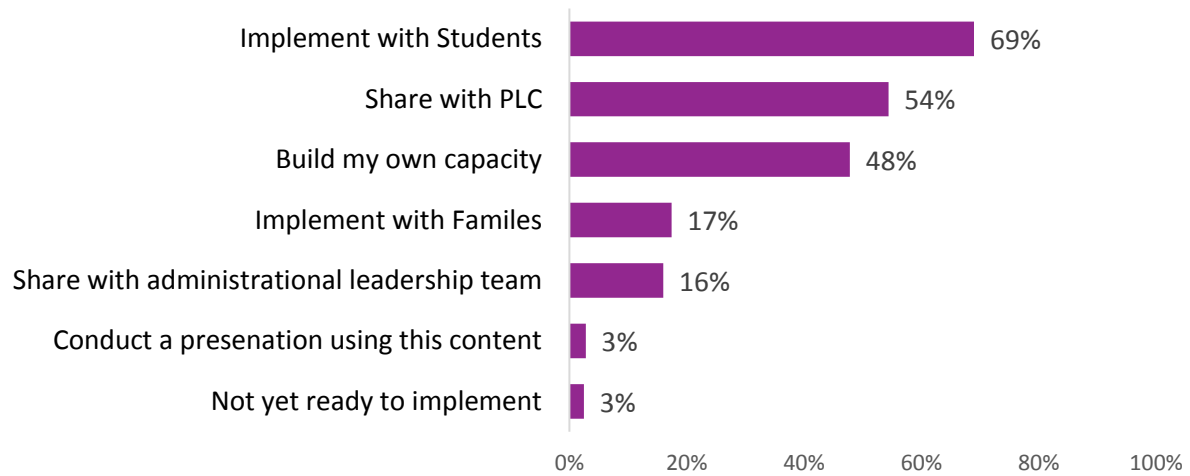Strongly Agree 54% Agree 42% Disagree or Strongly Disagree 7%
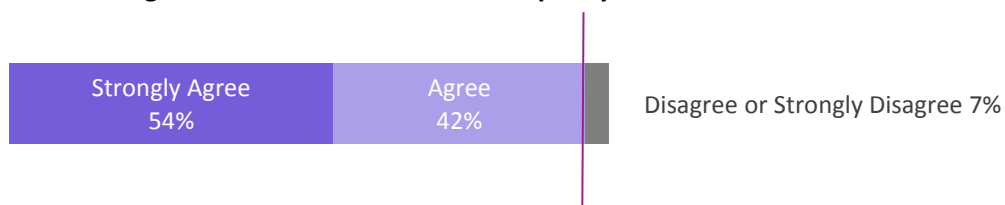
Participants were asked to select the ways in which they planned to implement the concepts from the breakout sessions. Implementing content with students was selected most often, with 69% of participants selecting this option. Sharing content with their PLC was the second most selected option with 54% of participants. Three percent felt they would use the content in a presentation or were not ready to implement (Figure 4).

Figure 4

69% of participants planned to implement content from the breakout sessions with students.

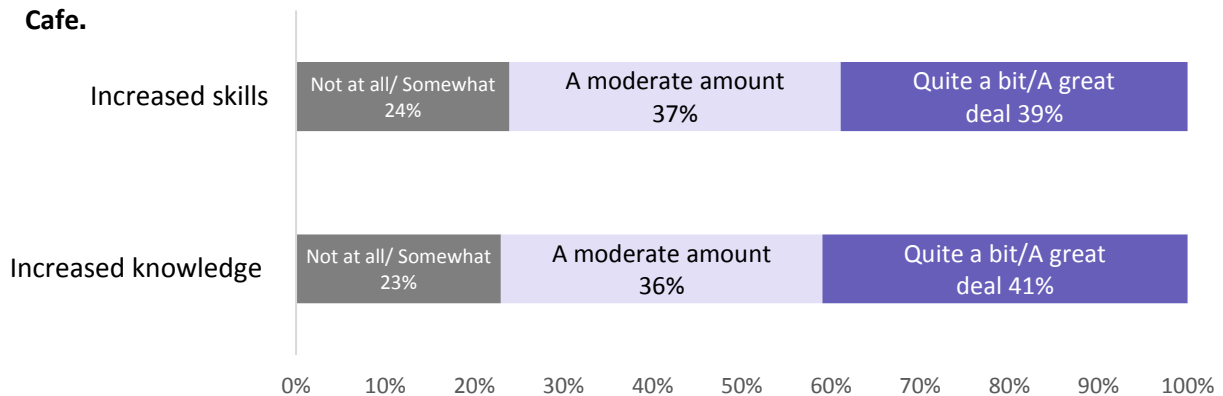| Category	Percentage
Implement with Students	69%
Share with PLC	54%
Build my own capacity	48%
Implement with Familes	17%
Share with administrational leadership team	16%
Conduct a presenation using this content	3%
Not yet ready to implement	3%

Implementation Survey

An implementation survey was sent to 306 participants online two months after the café and completed by 174 respondents for a 57% response rate. Most respondents (88%) were certified staff (teachers). Most respondents reported that, as a result of attending the Café, both their knowledge of the Café topic (77%) and skills to be able to meet expectations for Fundamental II: Inclusive Practice (77%) had increased *moderately* to *a great deal* (Figure 5).

Figure 5

77% of respondents indicated their knowledge and skills to meet the expectations of Fundamental II had increased a moderate amount to a great deal as a result of attending the Cafe.

|	Not at all/ Somewhat	A moderate amount	Quite a bit/A great deal
Increased skills	24%	37%	39%
Increased knowledge	23%	36%	41%

When asked how they had implemented content from September's Café, the majority indicated they had implemented with students (58%; Figure 6). Nearly half (47%) indicated they had built their own capacity, while 34% had shared content with their Professional Learning Community (PLC). Overall, 90% of respondents reported implementing content from the café in one or more ways.

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Figure 6
58% of respondents reported implementing content from the Café with students.
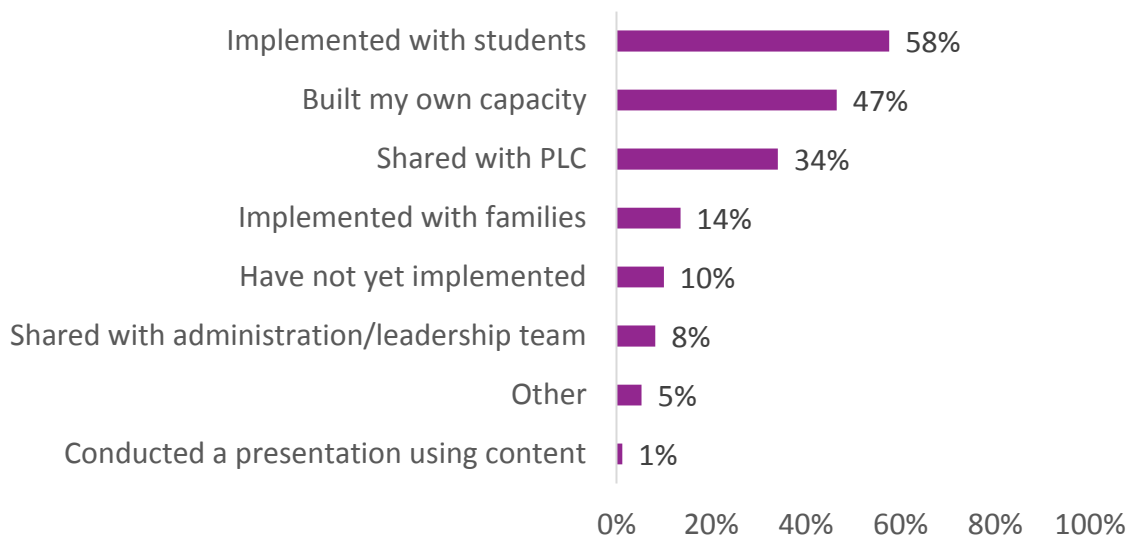
Respondents were asked to what extent they felt the Café had a positive impact on student learning, to which 78% indicated it had impacted student learning a moderate amount to a great deal (Figure 7).

Figure 7
78% of respondents thought the Café had a positive impact on student learning a moderate amount to a great deal.
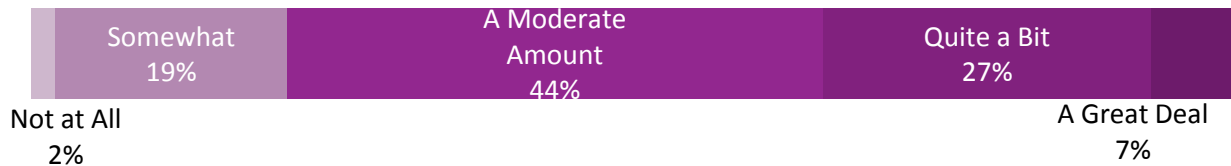
For those who answered that they had not yet implemented content from September's Saturday Café, many mentioned that it was because the content was not specific to their instruction area. Another common theme was that teachers had already known or used the Saturday Café content. Five out of thirteen responses referred to needing more time to be able to implement content from the September Saturday Café.

Eighty-one attendees answered the final open-ended question asking them to describe how the Café impacted teaching and/or learning. The most prevalent theme, with over 20 responses, was that the Café opened staff up to new ideas, strategies, and learning styles to implement in classrooms for students, including those with special needs. Many respondents (13) mentioned their raised awareness of how to better include or engage students and the difficulties some students overcome in order to learn, especially those with special needs, such as autism. At least 10 respondents stated their experience was positive overall.

Student Achievement Data

DRA. DRA results show that the percentage of K-2 students on the pathway (64-69%) had a slight increase from 2016 to 2017 in all three grade levels (Table 1).

Table 1. Percentage of students "On Pathway" on end-of-year DRA in 2016 vs. 2017			
	Kindergarten	First	Second
2016	62%	62%	63%
2017	69%	64%	66%

SBAC. The Smarter Balanced Assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentages of students at or above standards in ELA and Math had a slight decrease from 2016 to 2017 at both the elementary and middle school levels (Figure 8). Figure 9 and Figure 10 compare the SBAC data with different student populations in elementary and middle school.

Figure 8

Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017
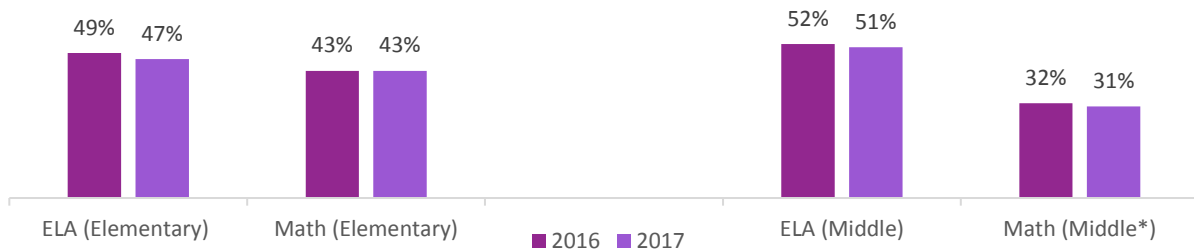
*8th grade students enrolled Algebra in 8th grade (generally higher achieving students) take the End of Course exam instead of SBAC, which likely accounts for the lower proficiency rates in the middle grades.

Figure 9

Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017 by Elementary Population

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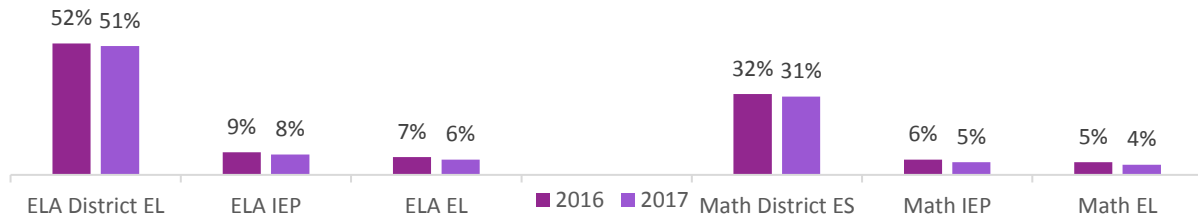Community Health Sciences
University of Nevada, Reno
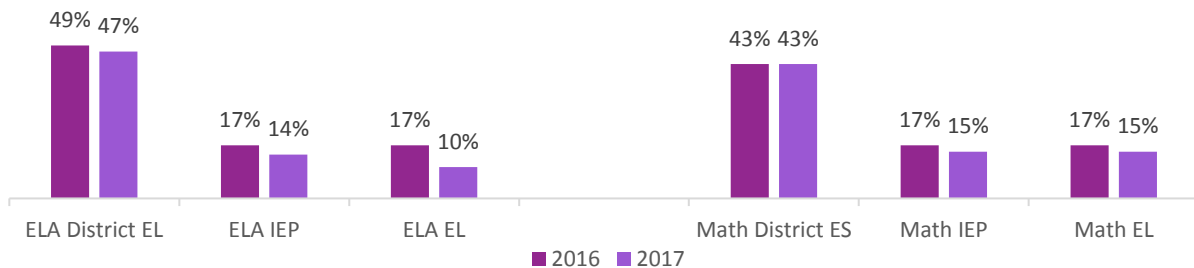
Figure 10

Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017 by Middle School Population

Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017. For English Learner, the graduation rate increased from 32% in 2016 to 67% in 2017. Increases in graduation rates also occurred for students with disabilities and low SES students (Figure 11). With respect to race/ethnicity, graduation increased for students of all the races and ethnicities (Figure 12). It should be noted that there was no proficiency test required for graduation this year, which likely contributed to the rise in graduation rates.

Figure 11

Grad Rates by Student Population
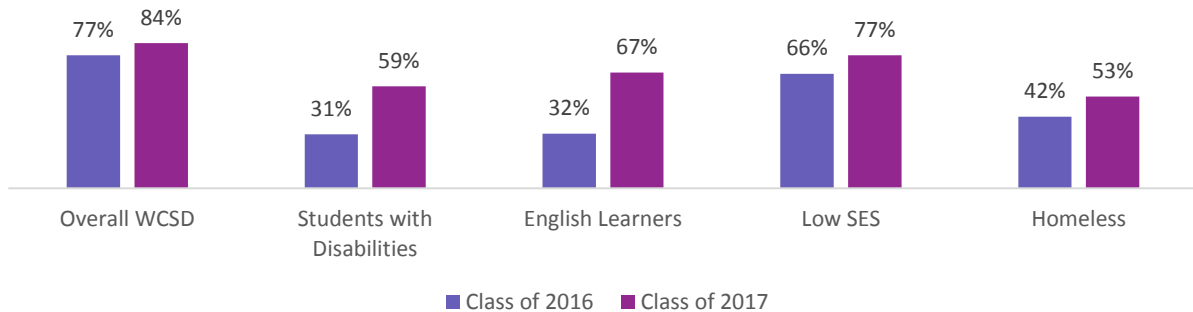
Figure 12

Graduation Rates by Race/Ethnicity, 2016 through 2017

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Conclusion

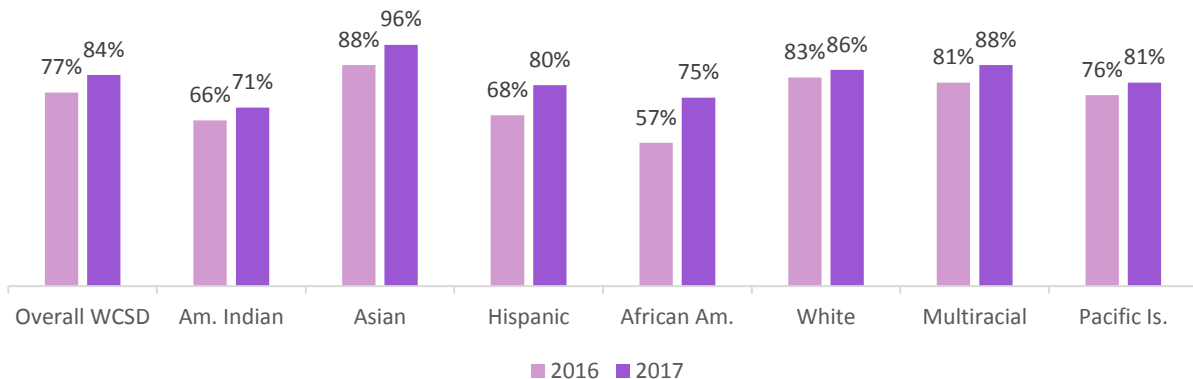Results from these Saturday Café evaluation and follow-up surveys provide evidence of the success of the Department of Professional Learning in meeting two of the following targeted objectives for the Saturday Café program in 2016-2017:

1) *80% of Saturday Café attendees will report increased knowledge and skills regarding meeting expectations for Fundamental II.*

> **Objective met**: 98% of September Saturday Café follow-up respondents reported increased knowledge and skills regarding meeting expectations for Fundamental II.

2) *75% of Saturday Café attendees will report implementation of learning within 90 days of attendance.*

> **Objective met**: 90% of Saturday Café follow-up respondents had implemented something they had learned from the Café within 60 days of attendance.

3) *50% of Saturday Café attendees will report sharing their learning with site colleagues within 90 days of attendance.*

> **Objective not met**: 37% of Saturday Café follow-up respondents had shared something they learned from the Café with colleagues within 60 days of attendance.

Title II Online Learning Coordinator Evaluation Bulletin 2017

The Online Learning Coordinator's (OLC) goal is to increase the quality of staff development by providing instructor learning on alternative teaching delivery methods available through online learning in the Online Learning Management Systems and 21st Century technology tools and applications. There are four main goals of the Online Learning Coordinator:

1) Develop/enhance/expand the capability to use technology-based professional learning in Washoe County School District (WCSD), *i.e.*, online learning, podcasting, mobile devices, 21st Century technology skills and Web 2.0 technology tools. This set of skills, tools and strategies are now known as the Six Dimensions of 21st Century Learning (6D21CL).
2) Align 6D21CL with appropriate professional learning standards (e.g., Learning Forward).
3) Train other professional learning providers in WCSD in how to integrate 6D21CL in professional learning opportunities they provide.
4) Incorporate 6D21CL into more professional learning opportunities in WCSD.

In 2016-2017, the OLC implemented several strategies toward these goals including:

- **Becoming a 21st Century Educator (Practitioner Badge):** 2 cohorts, total of 87 participants
- **Becoming a 21st Century Educator (Leader Badge):** 2 cohorts, total of 40 participants
- **High School Site Tech Coordinators PLC**: Facilitated 10 meetings and PD for a total of 10 participants
- **GATE Professional Development:** 46 participants
- **LMS Support:** 10 participants
- **Leaders Network facilitation:** 200 participants
- **Lead Teach Learn (LTL) presentation:** 200 participants
- **Incline High School Professional Learning sessions:** 60 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.

1,032 teachers served by the Online Learning Coordinator in 2016-17.

> "Every unit I plan now uses the ideas of student independent learning and problem-solving. I've created about 10 interdisciplinary units with my colleague using 21st Century learning standards."–Practitioner Badge Participant

Online Learning Coordinator Time Usage

Four weeks were randomly selected from the 2016-17 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%), course/program development for others/collaboration (20%), and face to face instructional delivery (10%). Excluding the "other" activities tracked in the time-sample, most often the programming areas in which the coordinator spent the most time were the Practitioner Badge program (41% of sampled time) and the Leader Badge (30; Figure 2).

Figure 1

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

Activity	Percentage
Other	34%
Professional Development Course Planning	28%
Course/Program Development for Others/Collaboration	20%
Face to Face Instructional Delivery	10%
Online Instructional Delivery	6%
Social Media/Web Presence for Dept.	0%
Technical Support/Server Administration	0%
Classroom Observation/Coaching	0%
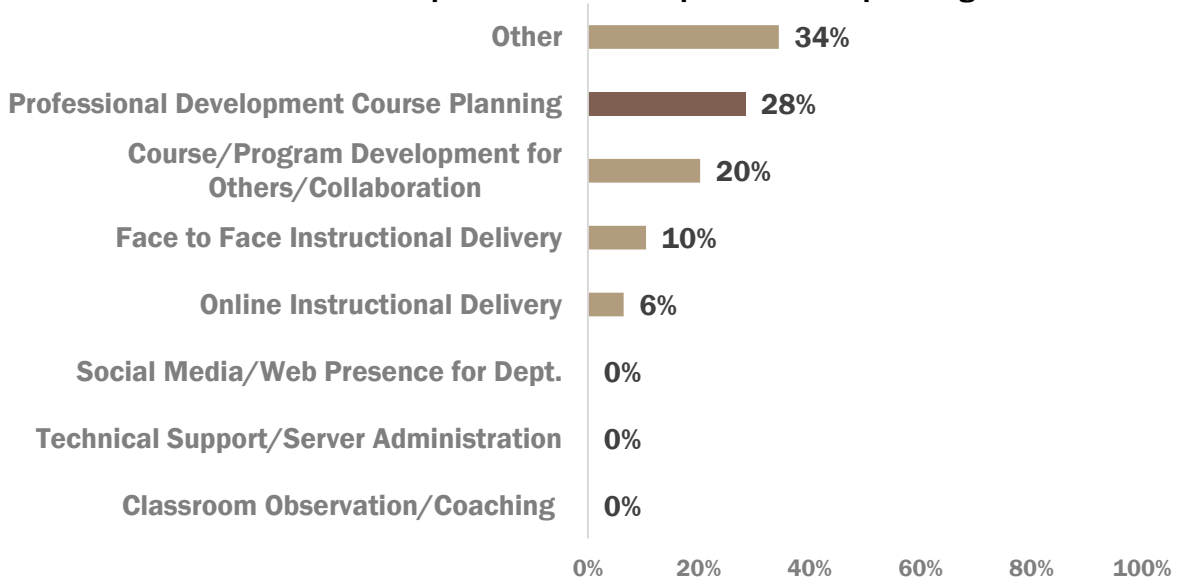
Figure 2

The OLC spent 41% of her time on Practitioner Badge activities.

Area	Percentage
Practitioner Badge	41%
Leader Badge	30%
Other	22%
Camp 21	3%
HS Site Tech Coord PLC	2%
TAG	1%
MOODLE or Canvas	0%

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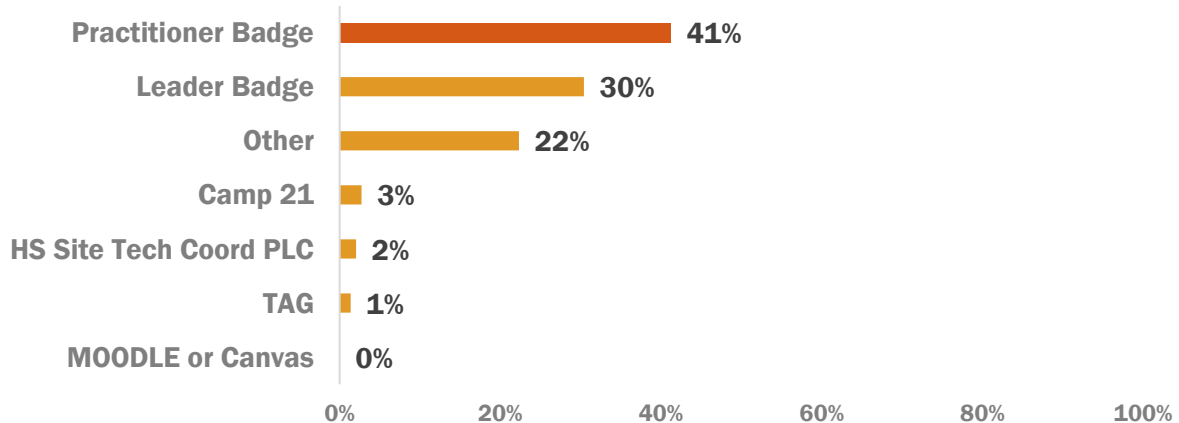
21st Century Learning End-of-Year Follow-up Survey

Participants in 21st Century Learning courses and activities from 2016-2017 were invited to complete an online follow-up evaluation survey about their experiences. A total of 22 individuals responded—50% from elementary schools; 9% from middle schools; and 40% 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 the Practitioner Badge (Table 1).

Table 1. Participation in 21st Century Learning Professional Development Opportunities	
Practitioner Badge	55%
Leader Badge	41%
High School Site Tech Coordinator PLC	14%
Leader network	27%

More respondents (95%) 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 (57%; Figure 3). Most respondents (86%) 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 3
95% of the participants felt **moderately to extremely competent** to integrate the 6D21CL into instruction at the end of the year.

| 57% | | | | | | | | 95% |
| Beginning of year | | | | | | | | End of year |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

% moderately to extremely competent
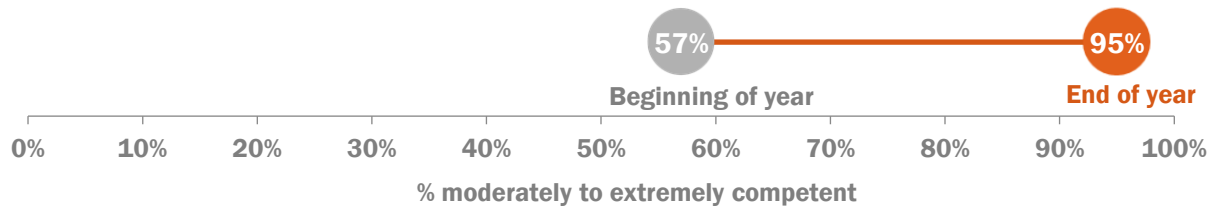
"The first graders have done an amazing job! These lessons have been student-led with admin being very excited to see these tools being used. The students have solved problems when faced with obstacles and it has been great to see them work things out. Students using resources for their writing with the teachers being facilitators has been a wonderful part of the class." –Leader Badge 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 62% to 91%.

Figure 4

91% of participants had integrated tools or resources related to collaboration and knowledge construction into instruction.

Collaboration	Knowledge Construction	Self-Regulation	Use of Technology for Learning	Skilled Communication	Real-World Problem Solving and Innovation
91%	91%	81%	73%	73%	62%
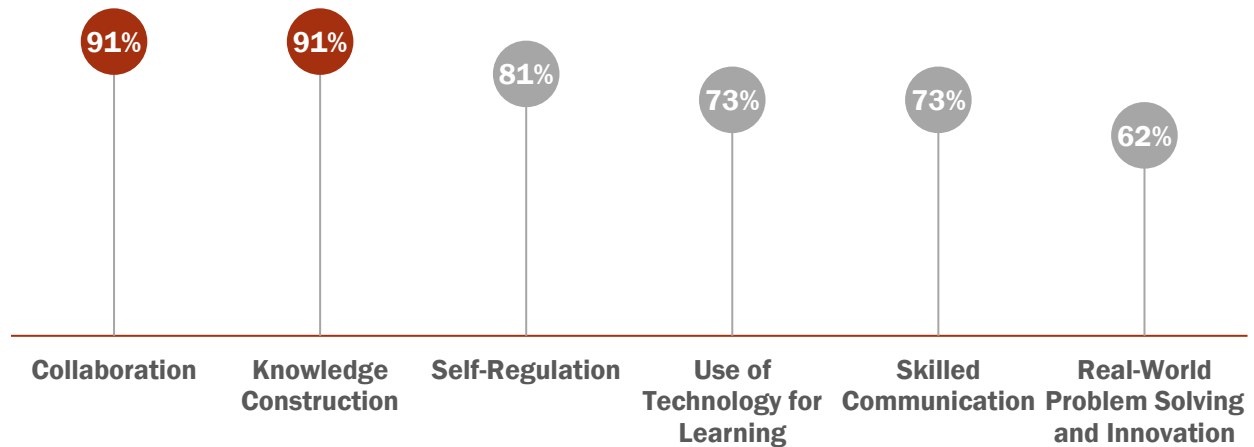
Examples of WCSD 21st Century Learning Participant Implementation

- Students collaborated to create a haiku deck power point on an animal they choose.
- When building lessons and assessments, I have structured all of the above into the lessons.
- Edpuzzle, One drive, Webquest, Nearpod, Livebinders.
- We have used these tools with writing projects for the first grade. Students have created newspapers, comic strips, Haiku Decks, and how-to books using these tools.
- Building interdisciplinary units that don't spoon feed the project, but allow for student problem-solving.
- We have created a re-design of our career center/library to include new tools for staff. We have made 21st century goals within our school improvement and staff PD for the 17-18 SY.
- For self-regulation, my students help create their projects and rubrics so they can once a week check their progress.
- Instead of spoon-feeding grammar information to students, I have them look for explanations/examples on their own (on-line) and share what they learned with their groups the following day.

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Conclusion

Results from the follow-up survey indicates the success of the OLC in increasing teachers' perceived competency to integrate the 6D21CL into curriculum planning and instruction, as well as to actual use of 6D21CL tools or resources.

1) *90% of staff participating in training on 6D21CL will report that the training significantly increased their competency to integrate 6D21CL into curriculum planning and daily instruction.*

> **Objective approaching target**: 86% of staff reported that the training increased their competency to integrate 6D21CL into curriculum planning and instruction a moderate amount to a great deal.

2) *At least 75% of teachers will report having used at least one of the 6D21CL tools or resources in their classrooms.*

> **Objective met**: 91% of teachers reported having used at least one of the 6D21CL tools or resources in their classrooms.

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The goal of the Washoe County School District (WCSD) 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. In 2016-2017, NVACS professional learning focused on K-6 literacy, K-5 mathematics, 6/7-12 Core Content Area Teachers (Math, Science, Social Studies, English Language Arts, World Language and Fine Arts), and 6-12 Literacy. NVACS offered a variety of courses through the year. 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 the spring 2017. Note: All percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

1,157
teachers participated in NVACS professional learning.

NVACS Spring Follow-Up Evaluation Surveys

An end of year evaluation survey was administered online to teachers in spring 2017 with 389 respondents. Respondents represented teachers from pre-K through 12th grade. Respondents were dispersed evenly by grade level with highest representation from 1st, 2nd, 11th and 12th grade teachers. NVACS professional learning participants perceived an increase in their understanding of NVACS instructional and assessment strategies from the beginning of the year to the end of the year (Figure 1). At the end of the year, 80% of the respondents felt they understood NVACS instructional strategies *mostly* or *extremely* well. Teachers' perceived confidence relating to teaching aligned grade level also increased from the beginning of the year to the end of the year (Figure 2).

Figure 1

Participants' understanding of NVACS instructional and assessment strategies increased from the beginning to the end of the year.

Understand the instructional strategies to meet intended NVACS outcomes

59% — 80%

Understand the assessment strategies to meet intended NVACS outcomes

50% — 71%

Beginning of the year   End of the year

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

% understand mostly or extremely well

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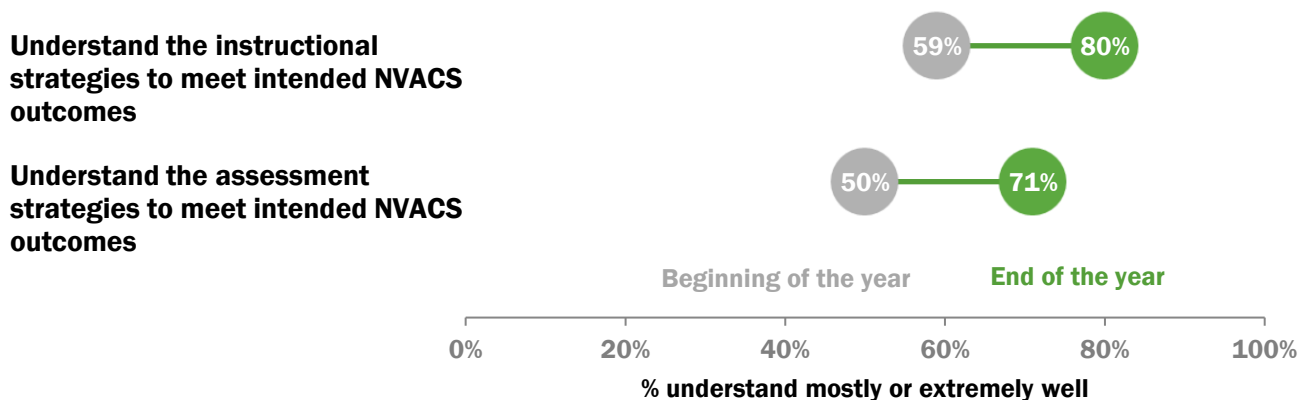
Figure 2

At the end of the year, 91% of the respondents reported being mostly or extremely confident in teaching students grade level content that is aligned with NVACS.

72% 91%
Beginning of the year   End of the year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

% mostly or extremely confident
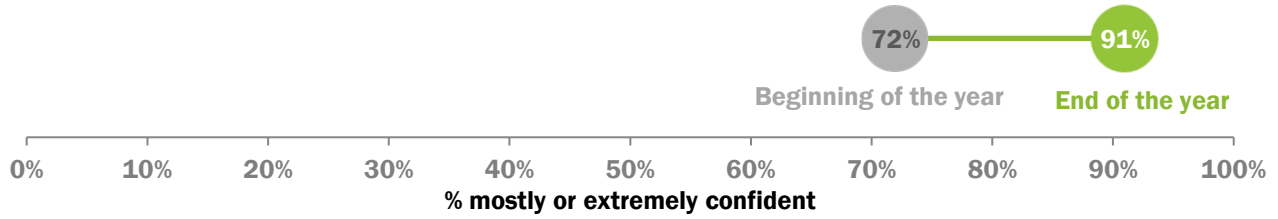
Teachers were asked to indicate their level of implementation related to two NVACS-related activities (Figure 3). Implementation was highest with respect to *teaching students grade-level content that is aligned with NVACS*. The percentage of respondents using district recommended resources quite a bit to a great deal increased 10% from 2016.

Figure 3

77% of respondents reported using district recommended resources to plan for instruction aligned to NVACS quite a bit or a great deal.

Using district recommended resources to plan for instruction aligned to NVACS — Not at all/a little 9% — A moderate amount 13% — Quite a bit/a great deal 77%

Teaching students grade-level content that is aligned with NVACS — Not at all/a little 3% — A moderate amount 7% — Quite a bit/a great deal 91%

Student Achievement Data

DRA. DRA results show that the percentage of K-2 students on the pathway (64-69%) had a slight increase from 2016 to 2017 in all three grade levels (Table 1).

Table 1. Percentage of students "On Pathway" on end-of-year DRA in 2016 vs. 2017			
	Kindergarten	First	Second
2016	62%	62%	63%
2017	69%	64%	66%

SBAC. The Smarter Balanced assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentages of students at or above standards in ELA and Math decreased slightly from 2016 to 2017 at both the elementary and middle school levels (Figure 4).

Figure 4
Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017

*8th grade students enrolled Algebra in 8th grade (generally higher achieving students) take the End of Course exam instead of SBAC, which likely accounts for the lower proficiency rates in those grades.

Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017 (Figure 5). For students with disabilities, the graduation rate increased from 32% in 2016 to 59% in 2017. For English Learners, the graduation rate increased from 32% to 67%. It should be noted that there was no proficiency test required for graduation this year, which likely contributed to the rise in graduation rates.

Figure 5
Graduation Rates by Student Population, 2015 through 2017

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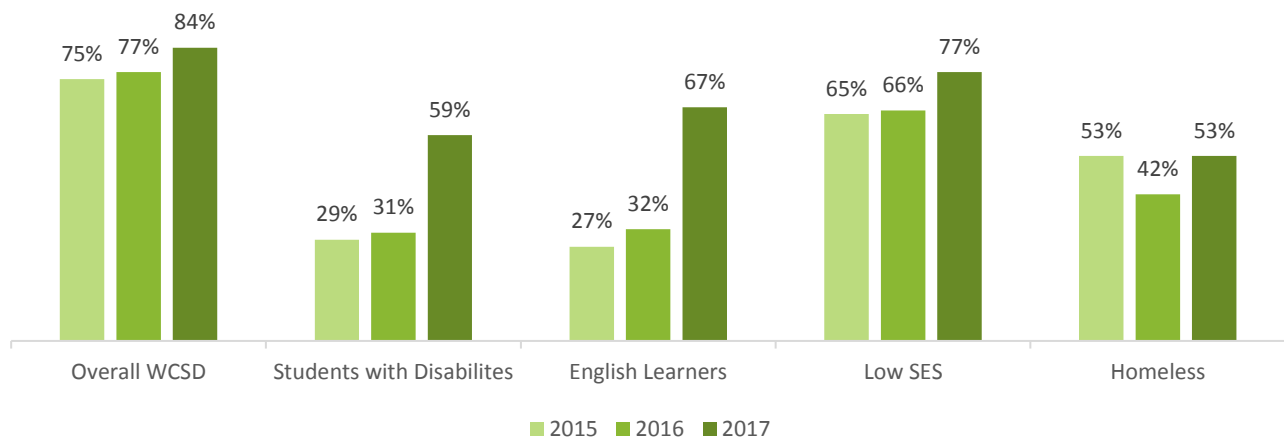
Conclusion

Results from the NVACS professional learning follow-up survey provide evidence of the success of the NVACS Professional Learning in meeting the following measurable objectives in 2016-2017.

1) *Teachers will demonstrate a deeper understanding of instructional/assessment strategies required to meet intended outcomes of the NVACS.*

   Objective met:

   80% of teachers reported understanding the instructional strategies *mostly* or *extremely well* in spring 2017, while 71% reported understanding the assessment strategies *mostly* or *extremely well*.

2) *Teachers will use district recommended resources to plan for instruction aligned to NVACS.*

   Objective met:

   77% of teachers reported using district recommended resources *quite a bit* or *a great deal* in spring 2017. This represents a 10% increase in teachers' use of district recommended resources compared to 67% who indicated that level of use the previous year in spring 2016.

3) *Teachers will demonstrate increased confidence to teach grade-level content that is aligned with NVACS.*

   Objective met:

   Teachers perceived an increase in confidence in their ability to teach students grade-level content that is aligned with NVACS from the beginning of the year (72% mostly/extremely confident) to the end of the year (91% mostly/extremely confident).

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

   Objective not met:

   The percentages of students at or above standards in ELA and Math decreased slightly or stayed the same from 2016 to 2017 at the elementary and middle school levels.

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WCSD Title II Leadership Development Evaluation Bulletin 2017

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 Division of Leadership Development professional development (PD) goals in 2016-2017 were to:

- Build the knowledge of leadership and capacity of principals and other administrators in order to increase student achievement, while reducing the dropout percentage and increasing the graduation percentage, with a focus on minority student populations.
- Continue the Washoe Academy of School Leaders to provide a strong pipeline for the principalship and support new administrators so that they are equipped to effectively serve as instructional leaders.
- In order to improve student outcomes through effective supervision of instruction in the Nevada Academic Content Standards, and effective use of the WCSD Teacher Professional Growth System and School Performance Plan, school leaders will attend regularly scheduled professional learning opportunities in each of these focus areas.
- In order to support the district's strategic plan goal of recruitment and retention of highly qualified principals, the Division of Leadership will provide stipends to support the NV Leads initiative and partnership with UNR. WCSD will identify 10-15 highly qualified building principals to mentor pre-service administrators enrolled in Ed Leadership programs at UNR.

In 2016-2017, Title II-A Leadership Development programming worked toward these goals through a focused set of PD topics and initiatives delivered through groups that met throughout the school year for focused training including Coaching and Mentoring, Washoe Academy of School Leaders (WASL), UNR/WCSD NV Leads, and Lead

> **113** leaders participated
>
> **Leadership Development professional learning in 2016-17.**

Teach Learn (LTL) Fundamentals II Professional Learning Community (PLC) sessions. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with 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. Note: throughout the bulletin, all percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

Washoe Academy of School Leaders (WASL)

In the 2016-2017 school year, WCSD continued the Washoe Academy of School Leaders (WASL) for the sixth 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:
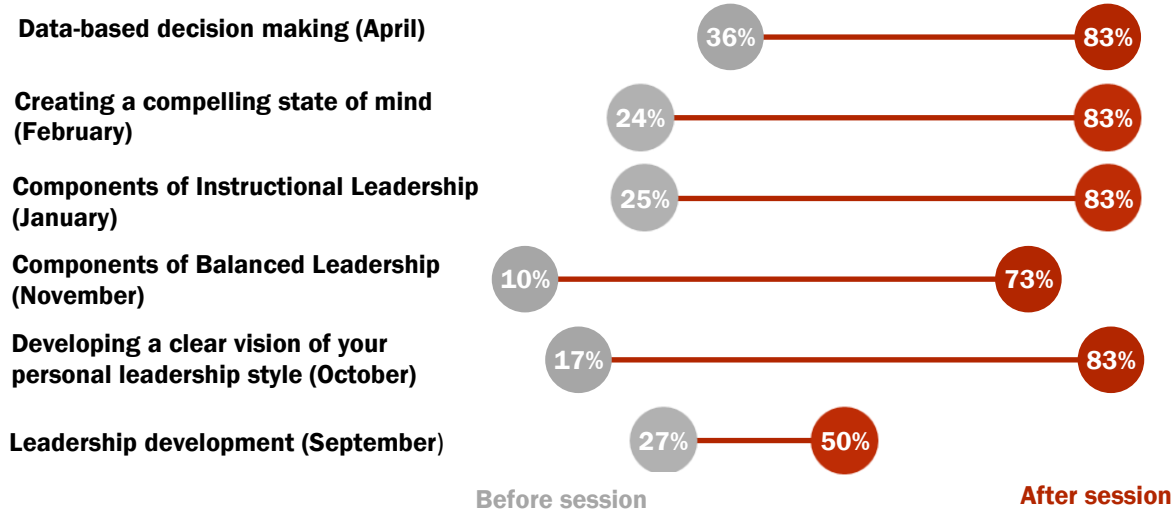
- *Leadership*
- *Leading learning*
- *Creating an accountable school*
- *Leading and managing people*
- *Managing resources*
- *Building relationships*

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 clear vision of their personal leadership style after the October session (Figure 1). Participants also rated their perceived competence to implement what they learned before and after three of the sessions. Participants perceived an increase in competence for all of the skills, with the greatest increase in understanding the components of strengths-based versus deficit-based thinking (Figure 2). 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).

Figure 1
WASL participants' knowledge increased on the topics from before to after the sessions.

Topic	Before session	After session
Data-based decision making (April)	36%	83%
Creating a compelling state of mind (February)	24%	83%
Components of Instructional Leadership (January)	25%	83%
Components of Balanced Leadership (November)	10%	73%
Developing a clear vision of your personal leadership style (October)	17%	83%
Leadership development (September)	27%	50%

Figure 2
WASL participants' feelings of competencey on the skills increased from before to after the sessions.

Skill	Before session	After session
Understanding the importance of data-based decision making (April)	64%	100%
Understanding the importance of school culture and its guiding principles (February)	32%	93%
Understanding the components of strengths-based vs. deficit-based thinking (January)	21%	96%
Describing the 21 Leadership Responsibilities and Practices (November)	5%	60%
Describing leadership behaviors required for continued improvement (October)	8%	54%
Describing your leadership style (September)	5%	41%

% Quite a bit or a lot of knowledge

Center for Program Evaluation
Community Health Sciences
University of Nevada, Reno

Figure 3

71%-92% of WASL participants indicated it was very or extremely likely they would implement what they learned in the next 30 days.

September	October	November	January	February	April
82%	71%	91%	92%	83%	86%

% very or extremely likely to implement in the next 30 days
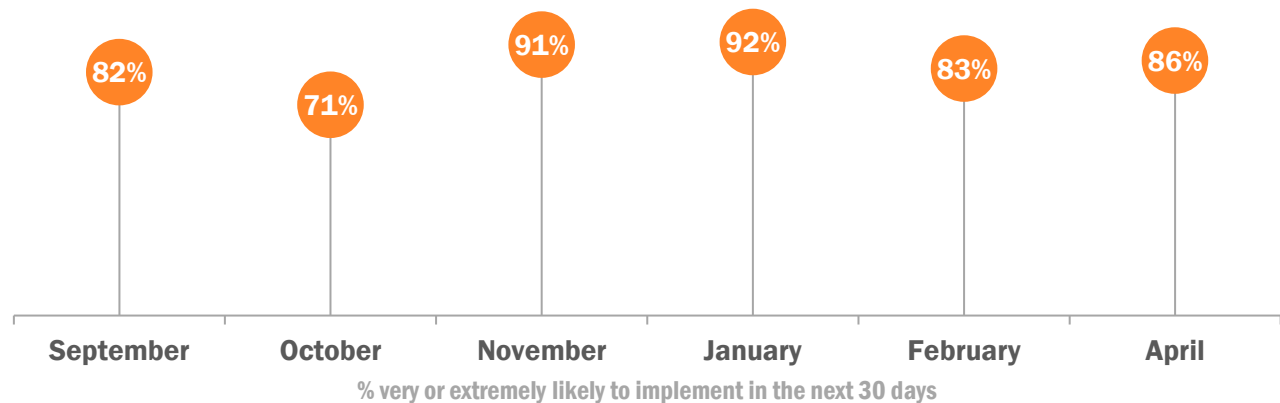
WASL participants rated how useful or valuable some activities and panels were to them. The highest percentages of participants rated the Area Superintendent panel as very or extremely valuable and the time spend on budgeting, facilities, and personnel very or extremely useful (Figure 4). The 21st Century Learning activity had the lowest percentage of participants rating it as valuable.
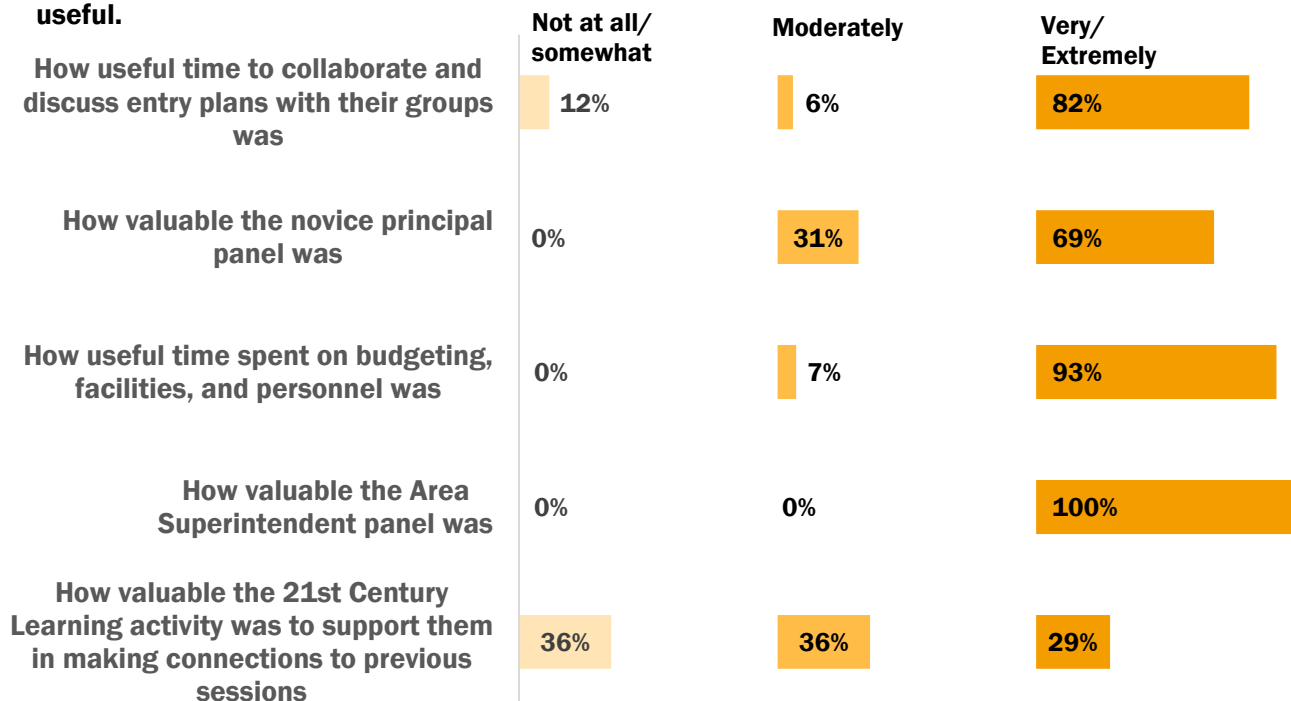
Figure 4

100% of WASL participants found the Area Superintendent panel to be very or extremely useful.

	Not at all/ somewhat	Moderately	Very/ Extremely
How useful time to collaborate and discuss entry plans with their groups was	12%	6%	82%
How valuable the novice principal panel was	0%	31%	69%
How useful time spent on budgeting, facilities, and personnel was	0%	7%	93%
How valuable the Area Superintendent panel was	0%	0%	100%
How valuable the 21st Century Learning activity was to support them in making connections to previous sessions	36%	36%	29%

WASL Focus Groups

The WCSD Office of Accountability conducted three focus groups with WASL participants in June 2017. Key findings from that report are highlighted below.

Strengths of Program

| Assistant Principals	Deans	TOSAs/Coordinators
• Jim Hugey and JoEtta's "real world" presentations • New principal panel • Entry plan activity • Day-to-day details about what it is like to be a principal	• Aly's facilitation • Time with on-site administrators • Jim Hugey's sessions • Entry plan activity • Mock interview	• All guest speakers • Leadership story development • Entry plan activity • Mock interview • Networking and collaboration

Opportunities for Improvement

Assistant Principals	Deans	TOSAs/Coordinators
• Change study school visits to principal shadow days • Add sessions on managerial leadership, legal issues, and discipline	• Provide post-school visit debrief opportunities • Allow for more one-on-one time with principal during school visits	• Add sessions on management and operations issues • Add more opportunities to solve real world issues (case studies, etc.)

Lead Teach Learn Fundamentals II Professional Learning Community

Participants in the Lead Teach Learn (LTL) Fundamentals II PLC completed evaluation surveys after four monthly sessions. For each of the four sessions, most or all of the participants *agreed* or *strongly agreed* that the content presented strengthened their understanding of the Four Fundamentals (Figure 5).

Figure 5

92%-100% of LTL participants agreed or strongly agreed that the content of the sessions strengthened their understanding of the Four Fundamentals.

September	November	January	May
100%	92%	100%	100%

% agree or strongly agree
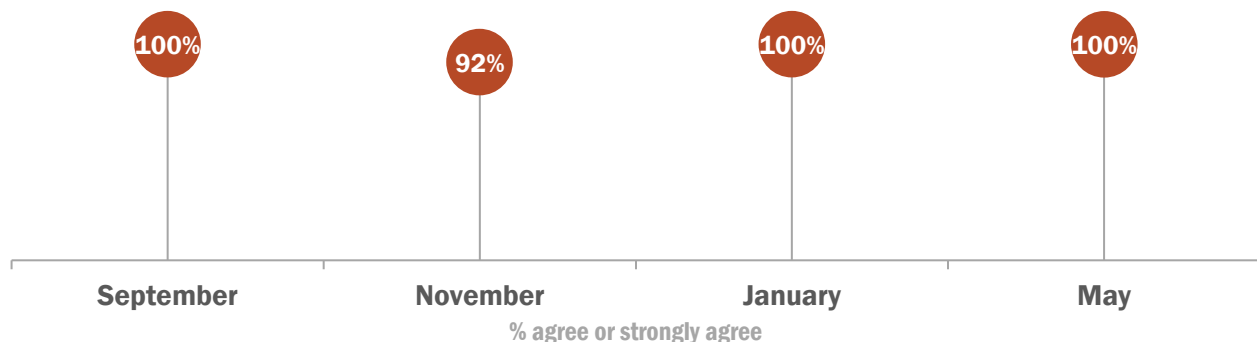
After the September PLC, the highest percentages of participants planned to implement the content by building their own capacity and share with administration/leadership (Figure 6). After the November PLC, the highest percentages of participants planned to implement the content by sharing with administration/ leadership. In January, most participants planned to implement by building their own capacity, while in May all the participants planned to implement by sharing with administration/leadership.

Figure 6

Across the four PLC sessions, the highest percentages of participants planned to implement the content by building their own capacity, share with admininstration/leadership and share with PLC.

	September	November	January	May
Build my own capacity	82%	58%	80%	80%
Share with PLC	35%	58%	60%	40%
Share with administration/leadership	59%	67%	60%	100%
Conduct a presentation	18%	0%	0%	40%
Implement with students	29%	42%	60%	80%
Implement with families	29%	42%	0%	40%
Not yet ready to implement	12%	8%	0%	0%

Student Achievement Data

DRA. DRA results show that the percentage of K-2 students on the pathway (64-69%) had a slight increase from 2016 to 2017 in all three grade levels (Table 1).

Table 1. Percentage of students "On Pathway" on end-of-year DRA in 2016 vs. 2017			
	Kindergarten	First	Second
2016	62%	62%	63%
2017	69%	64%	66%

SBAC. The Smarter Balanced assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentages of students at or above standards in ELA and Math very similar to previous years for both the elementary and middle school levels (Figure 7).

Figure 7
Percentage of students at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017

*8th grade students enrolled Algebra in 8th grade (generally higher achieving students) take the End of Course exam instead of SBAC, which likely accounts for the lower proficiency rates in those grades.

Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017. For English Learners, the graduation rate increased from 32% in 2016 to 67% in 2017. Increases in graduation rates also occurred for other students (Figure 8). With respect to race/ethnicity, graduation increased for students of all the races and ethnicities (Figure 9). It should be noted that there was no proficiency test required for graduation this year, which likely contributed to the slight rise in graduation rates.

Figure 8
Graduation Rates by Student Population, 2015 through 2017
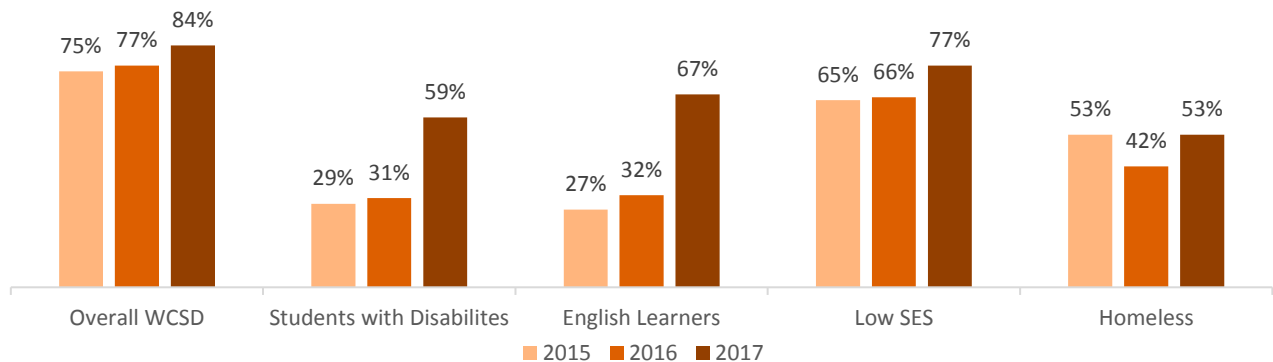
Figure 9
Graduation Rates by Race/Ethnicity, 2016 through 2017

Conclusion

Results from these Leadership Development evaluations provide evidence of the program's success in and progress towards meeting the following targeted objectives for 2016-2017.
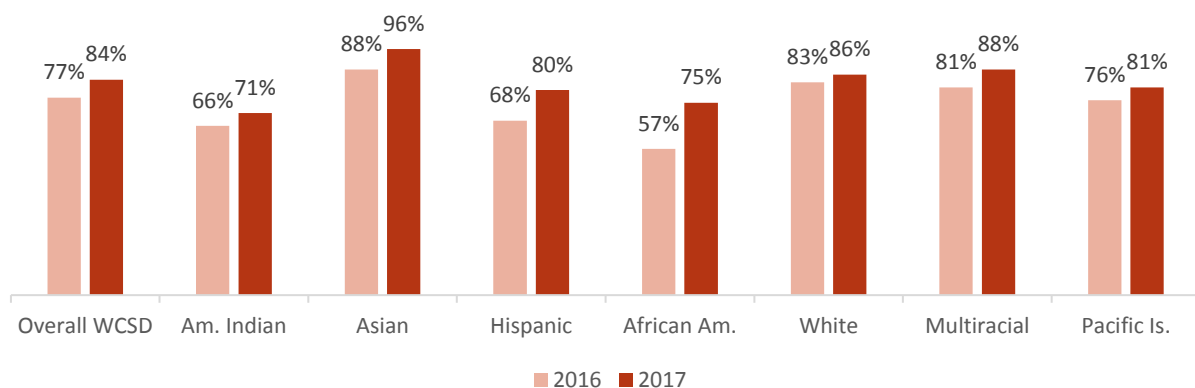
1) *75% of aspiring district leaders who participate and complete the academy will enter the pool for assistant principal, principals, and dean positions when they apply to do so.*

Objective met: 78% of those who chose to apply were accepted.

2) *100% of novice assistant principals and principals will complete the Administrative Management Suite (AMS) courses by year 2.*

Objective approaching target: 100% of principals in year 1 or 2 have completed their AMS courses. 75% of 1st or 2nd year APs have completed the AMS courses.

3) *100% of principals will complete all four courses of the McRel Balanced Leadership by year 4.*

Objective approaching target: 77% have completed the 4 McRel modules.

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

Objective met: 92%-100% of participants indicated the content strengthened their understanding of the Four Fundamentals.

5) *Selected participants for the Nevada Leads MEd cohorts will complete 6 graduate credits per semester and participate in a 2 year mentoring program with a veteran administrator throughout their course of study.*

Objective met: 100% have completed 6 credits and have begun the 2nd year mentoring program.

6) *A minimum of 2 additional credit bearing course options will be available in 2016-2017 for the Administrator Professional Learning Leadership Cadre.*

Objective met: Two additional courses were available for 17-18—21st Century Learning Badge course (2 credits) and Skillport Leadership Advantage online courses (up to 2 credits)

WCSD Title II Instructional Support Institute Evaluation Bulletin 2017

The goal of the Instructional Support Institute (ISI) is to strengthen capacity among the various Teachers on Special Assignment (TOSAs) who hold instructional coach roles to deliver high-quality professional learning, on-going job-embedded support, and leadership for classroom teachers in the areas of WCSD Four Fundamentals, New Mathematics Adoption, Culturally Responsive Coaching, SB391 (Read by Grade 3) Legislation, and Presentation/Facilitation skills. Instructional Coaches (IC) include Implementation Specialists (IS), Consulting Teachers (CT), Site-based Coaches (SbC), and Program Coordinators (PC) from numerous departments.

In 2016-2017, Title II-funded programming activities included 7½ to 15 hours of professional learning during summer 2016 for Instructional Coaches to equip them with the necessary skills and knowledge to teach, coach, and lead WCSD Four Fundamentals, New Mathematics Adoption, Culturally Responsive Coaching, SB391 (Read by Grade 3) Legislation all using high-quality presentation and facilitation skills. ICs new to the role participated in Boot Camp on July 28th. On July 29th, all ICs participated in professional learning sessions focused on the WCSD Four Fundamentals, New Mathematics Adoption, Culturally Responsive Coaching, and SB391 (Read by Grade 3) Legislation. During the year, all ICs participated in monthly professional learning to continue to build their collective capacity.

Bi-weekly professional learning was provided for all ICs from August 2016 to June 2017. The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with program leaders to provide technical assistance in the evaluation of the program. Evaluation surveys were administered after each session during July 2016 sessions. An online follow-up survey was administered to ICs in May 2017. Note: Throughout the bulletin all percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

> **56** ICs participated in the Instructional Support Institute.

New Instructional Coach Boot Camp

New ICs attended a Boot Camp session on July 28, 2016. Evaluation surveys were collected from 17 Boot Camp attendees. Across the three Boot Camp sessions, 92% to 100% of new ICs in attendance *agreed* or *strongly agreed* that the content aligned with their professional learning needs as a Teacher on Special Assignment (TOSA). One-third of the respondents to the online follow-up survey in May 2017 were first-year ICs (N=16).

Figure 1

At the end of the year, 77% of new ICs reported that the Boot Camp prepared them for their role either *quite* or *extremely* well.

8%	15%	77%
Somewhat or not at all well	Moderately well	Quite or extremely well

All of the new ICs reported higher levels of confidence in their abilities to carry out their responsibilities and to coach, increasing from 31% at the beginning of the year to 100% at the end of the year (Figure 2).

Figure 2
100% of the New IC Boot Camp Participants felt quite or extremely confident in their ability to carry out the responsibilities of their role at the end of the year.

Benchmark 90%

31% Beginning of the year

100% End of the year

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
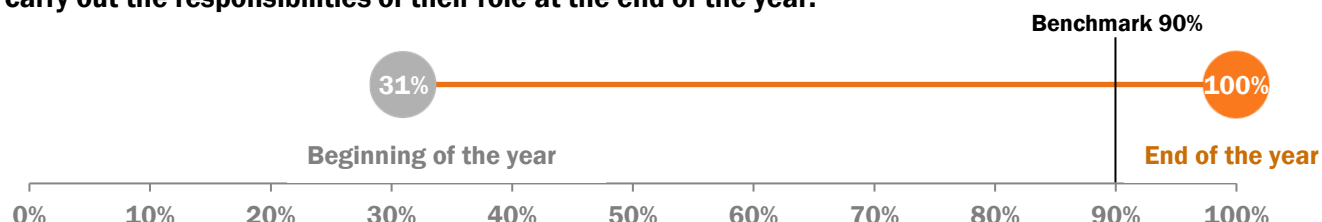
Instruction Support Institute

On July 29, 2016, all the Instructional Coaches attended ISI professional learning sessions. Evaluation surveys were collected from 56 ICs. Across the three ISI sessions, 96% to 100% of ICs in attendance *agreed* or *strongly agreed* that the content aligned with their professional learning needs. The online follow-up survey was completed by 50 ICs in May 2017. ICs rated their confidence in ability to complete four aspects of their roles. At the end of the year, the highest percentage of ICs were quite or extremely confident in their ability to strengthen teacher capacity to meet the Four Fundamentals expectations (Figure 3). Confidence was lowest at the end of the year for ability to strengthen teacher capacity to implement the new Mathematics curriculum. Confidence grew the most for ability to support implementation of Read by Grade 3 mandates.

Figure 3
ICs' confidence in their ability to strengthen teacher capacity, to coach, and to support increased from the beginning to the end of the year.

Benchmark 90%

Strengthen teacher capacity to meet the Four Fundamentals expectations — 44% → 80%

Strengthen teacher capacity to implement the Mathematics curriculum — 16% → 50%

Provide culturally responsive coaching — 24% → 58%

Support implementation of Read by Grade 3 — 16% → 64%

Beginning of the year   End of the year

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

% quite or extremely confident in ability
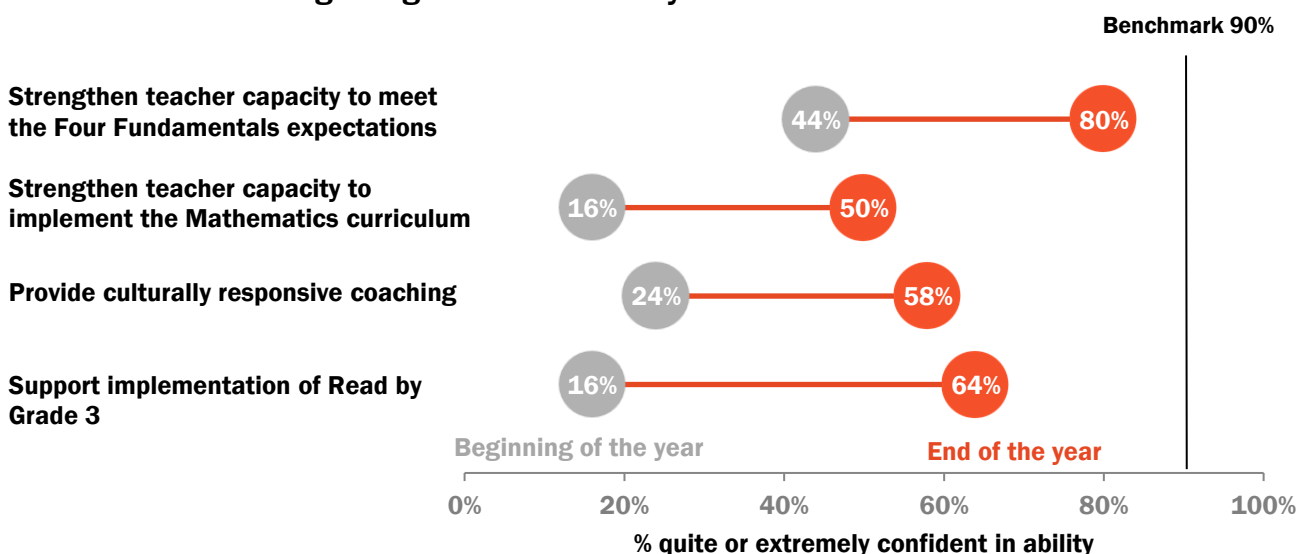
Additional professional learning or support ICs felt would be useful

- Math-Bridges and enVision hands-on training
- Training around formative assessment
- More support for building capacity to meet the Read by Grade 3 requirements
- More consistent PLC time
- More training with the 4 Fundamentals, Math support, RBG3 and culturally responsive coaching
- Opportunities to attend national conferences
- Support from district administration in support of coaching
- More connection of training to practice
- Focus on Special Ed coaching
- More SLO support

Teacher and Staff School Climate Survey

Districtwide results from the Teacher and Staff School Climate Survey indicated that 72% of teachers agreed that the time provided for early release Wednesdays is used productively. The majority of teachers agreed that they apply knowledge gained from early release Wednesdays in their classroom practice (Table 1).

Table 1. Early Release Wednesdays	Agree or Strongly Agree
I am satisfied with the amount of time provided on early release Wednesdays.	71%
The time provided for early release Wednesdays is used productively.	72%
I apply knowledge that I gain from participation in early release Wednesdays in my classroom practice.	77%
The discussion focus of early release Wednesdays is consistent over time.	68%

Conclusion

Results from these evaluation and follow-up surveys indicate that the Instructional Support Institute was particularly successful in preparing new ICs for their roles and preparing all ICs to strengthen teacher capacity to meet the Four Fundamental expectations. While IC confidence improved from the beginning of the year to the end, target objectives were not met in the other areas. Additional professional learning may be beneficial for ICs in the areas of the Mathematics curriculum, culturally responsive coaching, and supporting implementation of the Read by Grade 3 mandate.

1) *90% of new ICs will report high levels of confidence to carry out the responsibilities of their new role.*

Objective met: 100% of new ICs reported being *quite* or *extremely confident* in their ability to carry out the responsibilities of their role.

2) *90% of ICs will report high levels of confidence in their ability to strengthen teacher capacity to meet the Four Fundamental expectations.*

Objective approaching target: 80% of ICs reported being *quite* or *extremely confident* in their ability to strengthen teacher capacity to meet the Four Fundamental expectations.

3) *90% of ICs will report high levels of confidence in their ability to strengthen teacher capacity to implement newly adopted Mathematics curriculum.*

Objective not met: 50% of ICs reported being *quite* or *extremely confident* in their ability to strengthen teacher capacity to implement newly adopted Mathematics curriculum.

4) *90% of ICs will report high levels of confidence in their ability to provide culturally responsive coaching.*

Objective not met: 58% of ICs reported being *quite* or *extremely* confident in their ability to provide culturally responsive coaching.

5) *90% of ICs will report high levels of confidence in their ability to support implementation of SB391 mandates.*

Objective not met: 64% of ICs reported being *quite or extremely confident* in their ability to support implementation of SB391 mandates (Read by Grade 3).

WCSD Title II Family Engagement Evaluation Bulletin 2017

The goal of the Washoe County School District (WCSD) Family Engagement In-Service Course is to build the capacity of teachers to partner with families. In 2016-2017, certified trainers and parent trainers, supported by the Department of Family-School Partnerships, offered a 16-hour family engagement in-service course "Partnering with Students for Student Success" over four weeks with four sections tied to the WCSD Professional Growth System for certified staff. The four subsections include helping families to navigate the educational system; sharing information about the instructional program; building partnerships with families; and understanding cultural differences.

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 using a retrospective pre-survey, then post approach were administered at the end of the course. Note: All percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

29 teachers participated in the Family Engagement In-Service Course.

Family Engagement In-Service Sessions

Participants in the program attended four Family Engagement in-service sessions equaling 16 hours of professional learning. Evaluation surveys were collected from 25 participants across five course sections from January through May 2017.

Participants rated their knowledge of how to engage families from 1 = *not much at all* to 5 = *a lot* from before the course to after. Participants reported higher levels of knowledge of family engagement after the course compared to before (see Figure 1). More participants also reported higher levels of confidence to implement strategies to engage families in their work after compared to before (Table 1).

Table 1. Confidence and plans to implement after in-service course	% agree or strongly agree
I feel confident in my ability to implement the concepts in my work.	100%
I plan to implement the concepts in my work.	100%

Figure 1

Participants' knowledge and confidence to implement strategies to engage families increased from before the course to after.

Know quite a bit or a lot about how to engage families — 22% (Before course) → 100% (After course)

Feel mostly or extremely confident to implement strategies to engage families — 30% (Before course) → 87% (After course)
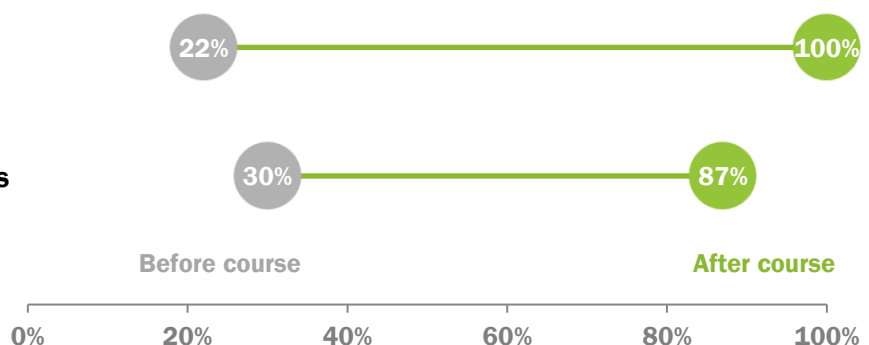
Strengths of the Course

- Solid ideas and resources to engage real families (not just what works in an ideal situation)
- Best class ever! Everyone felt comfortable to talk about the issues and we all learned a lot.
- Collaboration with peers
- Lots of interactive activities
- Definitely left with some ideas to implement
- Varied forms of information, applicable to current work
- Loved the real life ways this can be implemented in the classroom
- Great co-teaching team with helpful strategies that go above and beyond a simple phone call or email

Suggestions for Improvement

- Do it all on two days, or 4 days closer together (M/W)
- Not as long. 8:15pm is too late.
- Lots of ideas presented and it would be great to have a list of them. Increased individualization would be great
- More guest speakers

Conclusion

Results from these evaluation and follow-up surveys provide evidence of the success of the Family Engagement In-Service Course in meeting its targeted objective for the program in 2016-2017.

> *At the end of the 16-hour in-service, 90% of the certified staff that participate in the in-service class will agree or strongly agree that they feel confident to implement the strategies on family engagement they learned in the course.*

Objective met: 100% of the teachers *agreed* or *strongly* agreed that they felt confident in their ability to implement the strategies.

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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 goal of GLAD programming is to increase reading and language arts achievement for all students. GLAD focused on grades K-8 non-title, title, and Two-Way Immersion (TWI) programs at four elementary schools and one middle school to implement strategies that provide students with the opportunity to process critical thinking skills, opportunities to practice oral language, and increase writing in L2 language. The GLAD strategies will be part of the TWI professional learning to include structures that will provide more oral language production, scaffolding for NVACS in both languages, and providing teachers with support in curriculum design and lesson planning. TWI focused on the three TWI schools. The rising 6th grade TWI students were supported through both a collaboration between the TWI coaches and the World Language Coordinator.

During the 2016-2017 school year, EL professional development coordinators facilitated a number of professional development sessions on Guided Language Acquisition Design (GLAD) and provided coaching throughout the year to participating teachers and schools, as well as coaching and professional development for the TWI teachers. 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.

Guided Language Acquisition Design (GLAD)

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

A total of 102 participants from the GLAD two-day theory and research session completed an exit survey. Participants came from 30 school sites and had an average of seven years of experience in education. Endorsed ESL instructors comprised 25% 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 (83%) 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, 81% to 88% of the participants of the two-day session indicated they would implement the strategies or they were already in practice (Figure 1).

Figure 1

81% to 88% of participants planned to implement the GLAD components mostly or completely or already practiced them.

88%	86%	84%	83%	83%	81%
Focus & Motivation	Guided Oral Practice	Input	Writing	Reading	Assessment & Evaluation

% plan to implement mostly or completely
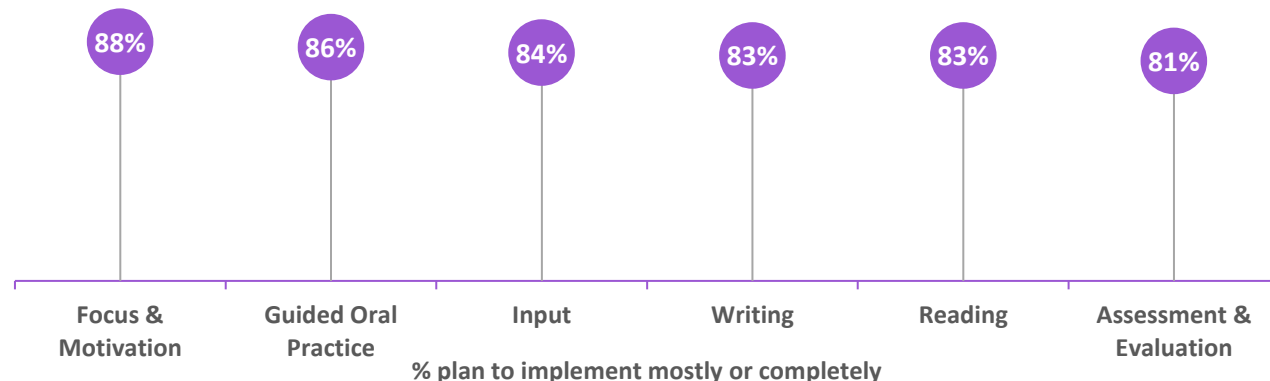
Participants were asked about their understanding and need for further professional development in terms of four learning objectives of the GLAD sessions—the components of the Wiggins and McTighe's backward planning model used within the GLAD Framework. The majority of participants indicated they had a good understanding of the concepts (Figure 2). However, more than half of the participants indicated they had a moderate to high need for further professional development related to lesson planning and identifying resources, strategies, and activities (Figure 3).

Figure 2

81-88% of GLAD 2-day participants reported understanding the purpose and concept of the GLAD backward planning strategies quite a bit to very much.

	Not at all	Some	Quite a bit	Very Much
Chunking & Linking	1%	19%	51%	30%
Identifying Assessments & Evaluations	1%	11%	56%	32%
Identifying Resources, Strategies & Activities	0%	16%	54%	30%
Lesson Planning	1%	18%	58%	23%

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

Figure 3

55% of respondents reported needing a moderate or high amount of additional professional development related to lesson planning.

	Low	Moderate	High
Chunking and Linking	60%	37%	3%
Identifying Assessments and Evaluations	64%	33%	3%
Identifying Resources, Strategies, & Activities	49%	46%	5%
Lesson Planning	45%	45%	10%
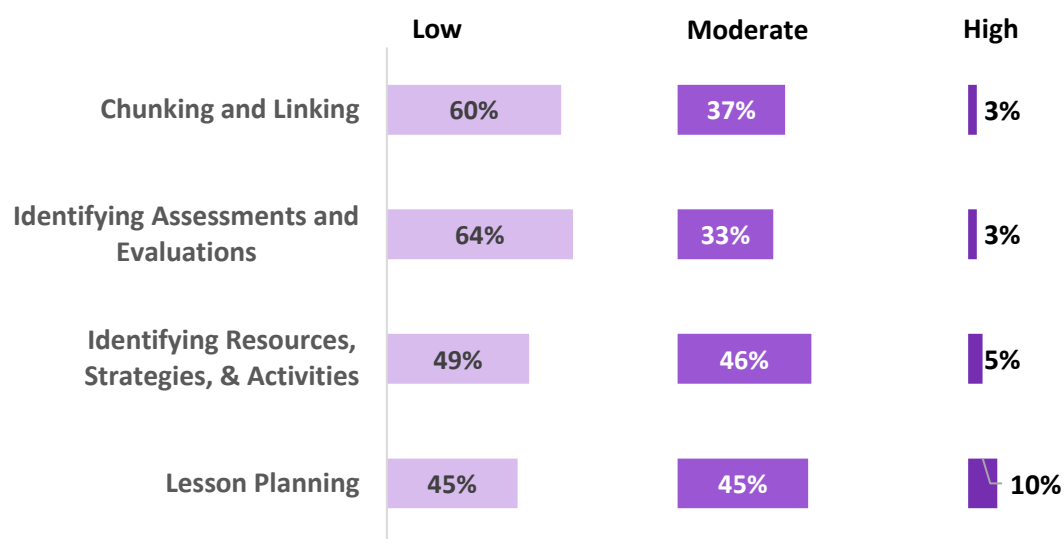
When asked to what extent the two-day presentation met their expectations, 88% of participants indicated that it had *mostly* or *completely* met expectations. Other findings include:

- 99% of respondents indicated they planned to implement what they learned in their work within the next 30 days.
- 97% agreed or strongly agreed that they now have a basic and broad understanding of the nature of GLAD.
- 99% agreed or strongly agreed they have a basic understanding of the components of GLAD.

> **"I learned so much! Thank you so much, I will keep using these strategies for a long time!"**
> **GLAD 2-day participant**

GLAD Demonstration and Planning Session (Five-day session)

A total of 69 participants from the GLAD five-day demonstration session completed an exit survey for the evaluation of the sessions. Participants represented 34 different schools. Training participants had an average of nine years' experience in education; and, 22% reported that they were an endorsed ESL instructor. Forty-two percent of the evaluation participants reported they had attended the GLAD two-day professional development session "GLAD: Theory and Research". 83% of participants 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.

- 90% indicated they planned to implement what they learned in their work within the next 30 days.
- 97% 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, 83 to 92% 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).

Figure 4

83% to 92% of participants planned to implement the GLAD components mostly or completely or already practiced them.
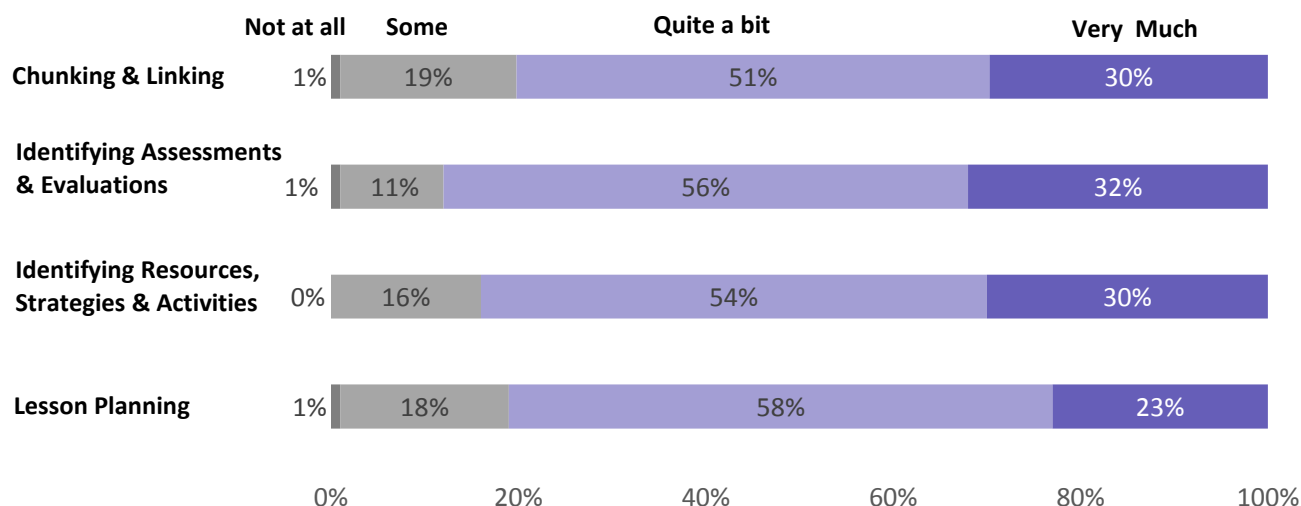

92%	90%	89%	87%	85%	83%
Guided Oral Practice	Writing	Input	Assessment & Evaluation	Reading	Focus & Motivation

% plan to implement mostly or completely
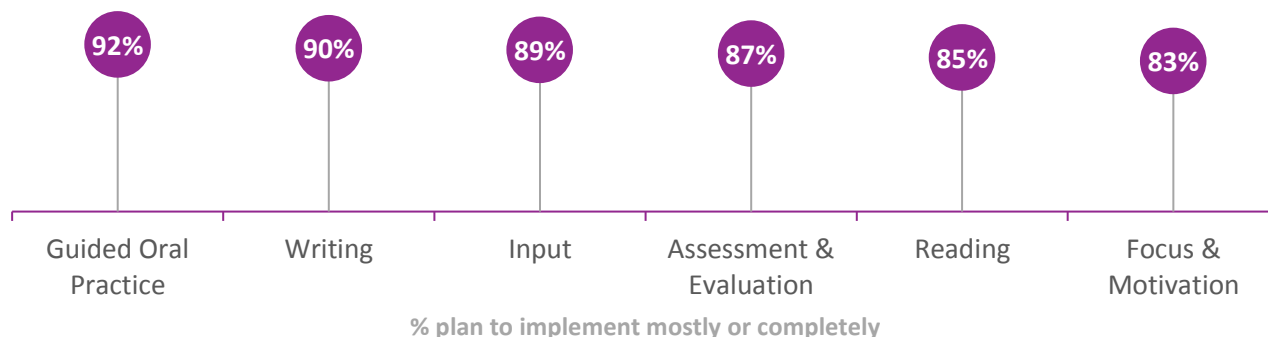
Nearly all participants (85%) in the five-day demonstration session indicated that they would *mostly* or *completely* integrate the *Three Personal Standards* (show respect, make good decisions, and solve problems) and *the T-Graph for social skills and team points* strategies into their instructional practice. Demonstration session participants were also asked about their understanding and need for further professional development in terms of the four learning objectives related to the components of the backward planning model (Figure 5). For 5-day participants, the highest need for additional professional development was related to identifying resources, strategies and activities (Figure 6).

Figure 5

79%-88% understood the GLAD strategies quite a bit or very much.
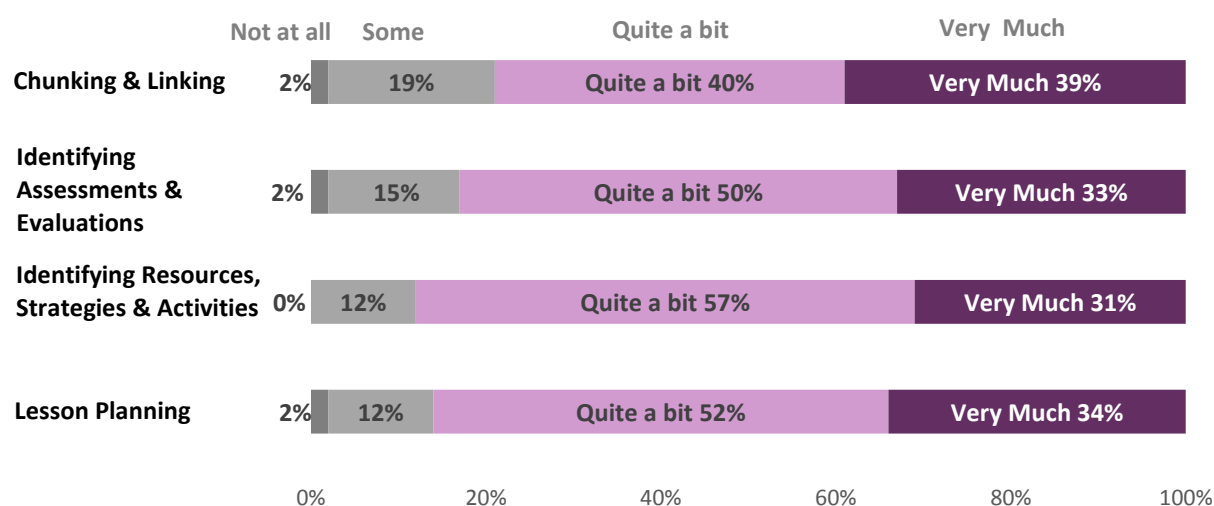
	Not at all	Some	Quite a bit	Very Much
Chunking & Linking	2%	19%	Quite a bit 40%	Very Much 39%
Identifying Assessments & Evaluations	2%	15%	Quite a bit 50%	Very Much 33%
Identifying Resources, Strategies & Activities	0%	12%	Quite a bit 57%	Very Much 31%
Lesson Planning	2%	12%	Quite a bit 52%	Very Much 34%

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

Figure 6

58% of respondents reported needing a moderate or high amount of additional professional development related to identifying resources, strategies, & activities.

	Low	Moderate	High
Chunking and Linking	53%	44%	3%
Identifying Assessments and Evaluations	52%	45%	4%
Identifying Resources, Strategies, & Activities	42%	56%	2%
Lesson Planning	48%	49%	3%
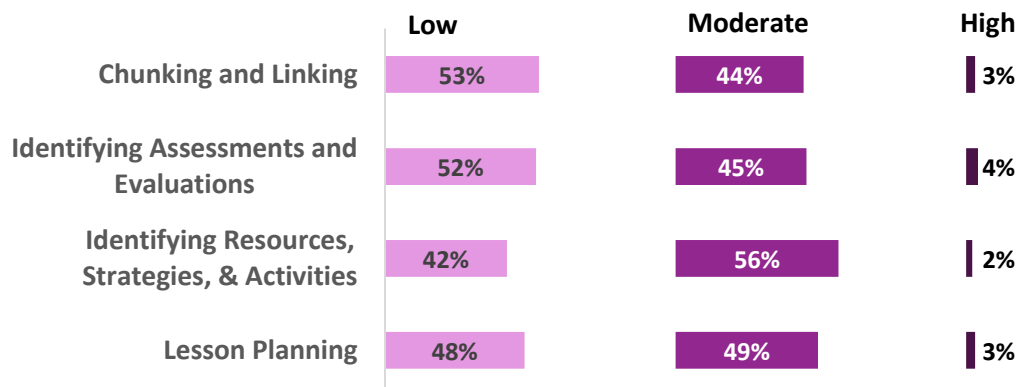
"Thank you! I loved the class. I learned so many strategies that I am beginning to implement in my classroom!" *–GLAD 5-day participant*

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GLAD Refresher

A total of 14 participants from the GLAD Refresher demonstration session completed an exit survey for the evaluation of the sessions. Participants represented eight different schools. Training participants had an average of 15 years' experience in education; and, 57% reported that they were an endorsed ESL instructor. Ninety-two percent of the evaluation participants reported they had attended the GLAD Two-Day professional development session "GLAD: Theory and Research," and 100% of the participants reported they had attended the GLAD Five-Day professional development sessions.

All of the respondents (100%) reported that the GLAD refresher class had

- Renewed their excitement for teaching using Guided Language Acquisition Strategies quite a bit or a lot;
- Increased their ability to take strategies full circle—research, writing, presentation—quite a bit or a lot; 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 lot.

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 knowledge was increased related to Graphic Organizers and Narrative Input and for extension for the T-graph and Cooperative Strip Paragraph.

Figure 7

92% to 100% of respondents reported that the GLAD refresher increased their knowledge of four GLAD strategies quite a bit or a great deal.

	Not at all/ somewhat	Moderately	Quite a bit/A great deal
The purposes and procedures of Graphic Organizers and Narrative Input	0%	0%	100%
The ways to extend the Sentence Patterning Chart for reading and writing	0%	7%	92%
Extension for the T-graph and Cooperative Strip Paragraph	0%	0%	100%
Graffiti Wall strategy	0%	7%	92%
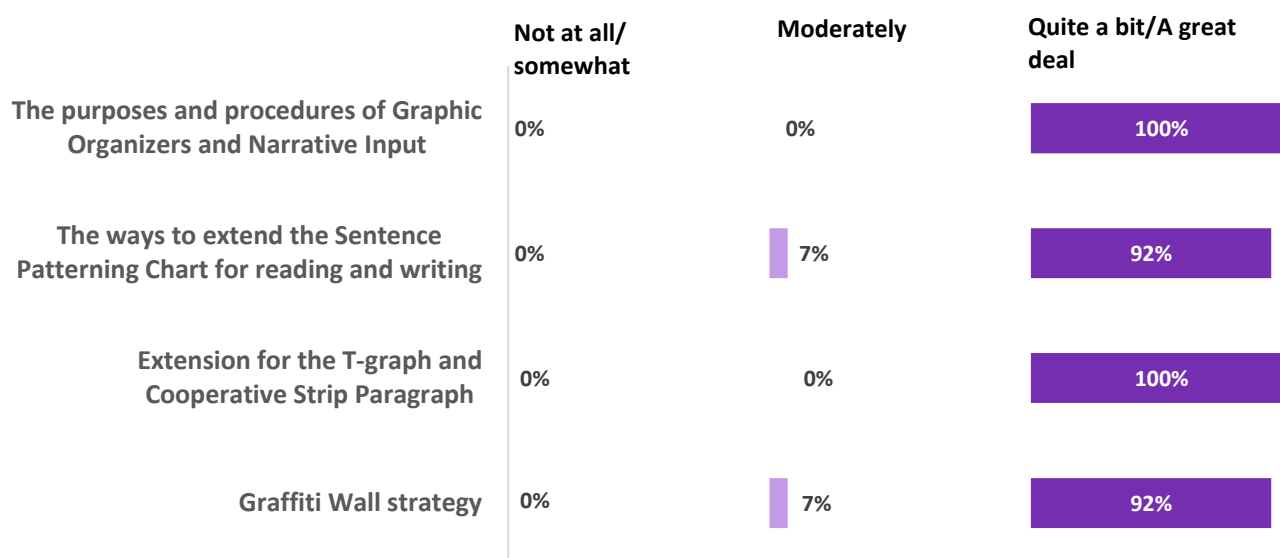
The majority of respondents indicated that the Refresher had increased their ability to implement each of four strategies quite a bit or a great deal (Figure 8). The lowest percentage of respondents (78%) reported that level of increase in ability with respect to implementing the Clunker & Links reading strategy.

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Figure 8

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

	Not at all/ somewhat	Moderately	Quite a bit/A great deal
Go deeper with inquiry charts and poetry & chants	0%	0%	100%
Use the 21st century elevator guide to tweak a strategy	0%	7%	93%
Implement Clunker & Links reading strategy	0%	21%	78%
Implement Emergent Reading Group reading strategy	0%	7%	93%
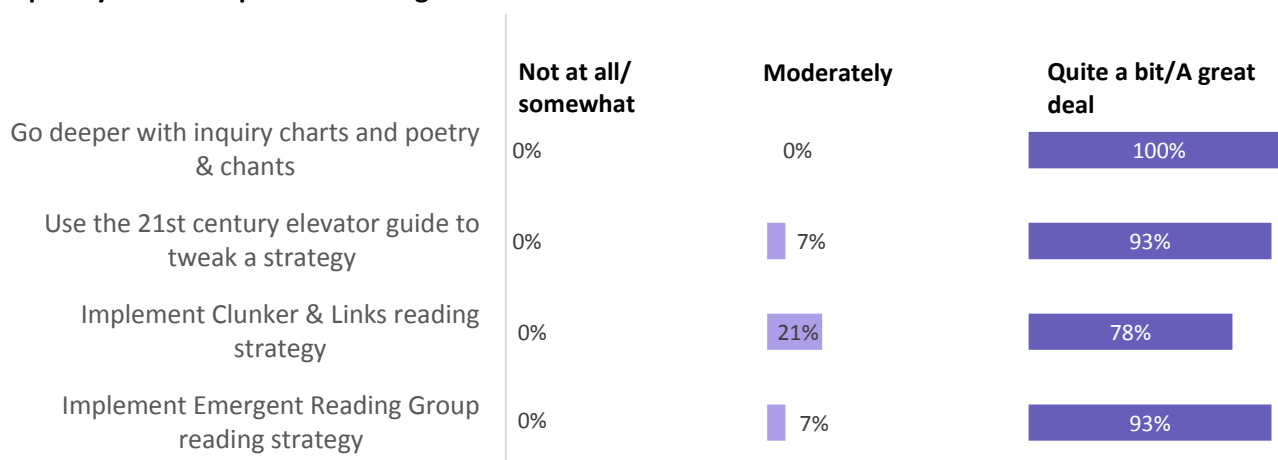
GLAD Follow-Up Survey

In April/May 2017, the GLAD end-of-year follow-up evaluation survey was completed online by 71 teachers who had received GLAD training. The majority of respondents (69%) attended the 5-day GLAD training. Fifty-six percent attended the 2-day training and 15% attended the *Going Deeper with GLAD Strategies*. Respondents could have attended multiple sessions. Respondents reporting increased competence implementing GLAD strategies from the beginning to the end of the year (Figure 9).

Figure 9

85% of respondents felt mostly or extremely competent implementing GLAD strategies at the end of the year compared to 25% at the beginning of the year.

25%								85%		
Beginning of the year								**End of the year**		

| 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
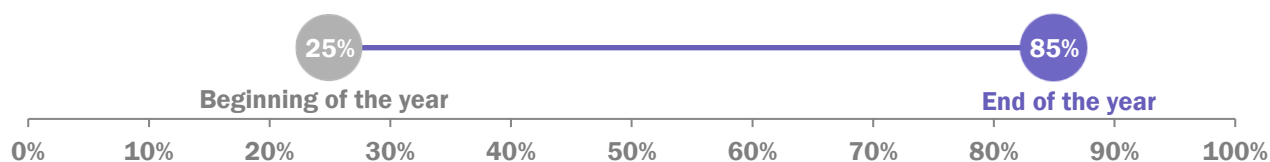
The majority of respondents found that GLAD trainings/ELL support had helped improve their effectiveness in four areas, with the highest percentage indicating it had improved their effectiveness in *using strategies that provide students with opportunities for more oral language production* quite a bit or a lot (Figure 10). Follow-up respondents felt most competent at lesson planning and identifying resources, strategies, & activities and least competent with chunking and linking (Table 1). Most respondents indicated they were satisfied with their current level of information and support related to GLAD; however, 28% indicated they still need some more information and/or support. 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 for Input, while Assessment & Evaluation was incorporated to the least extent.

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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.
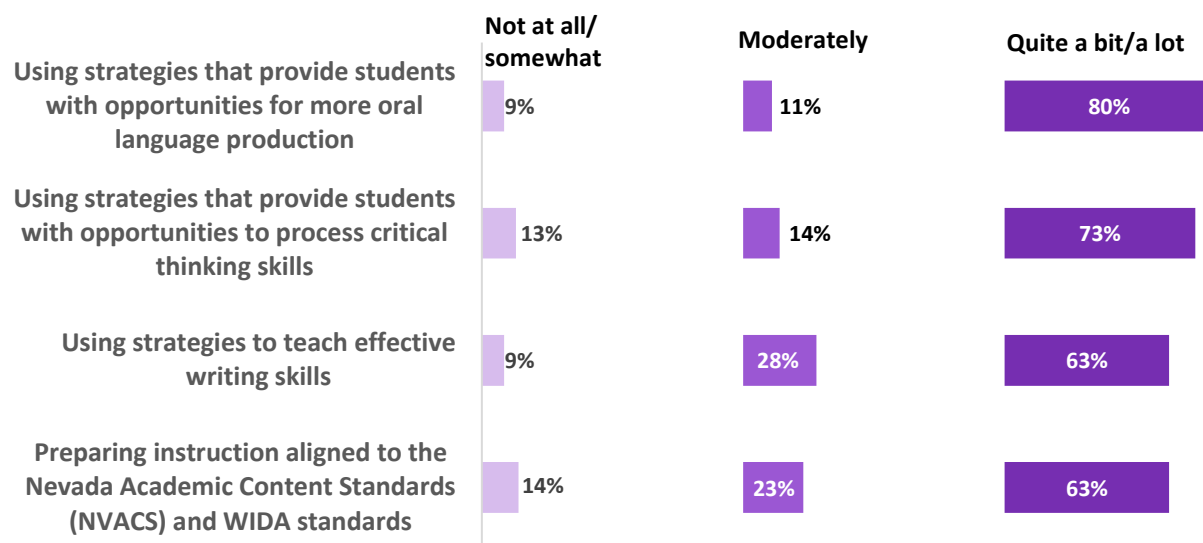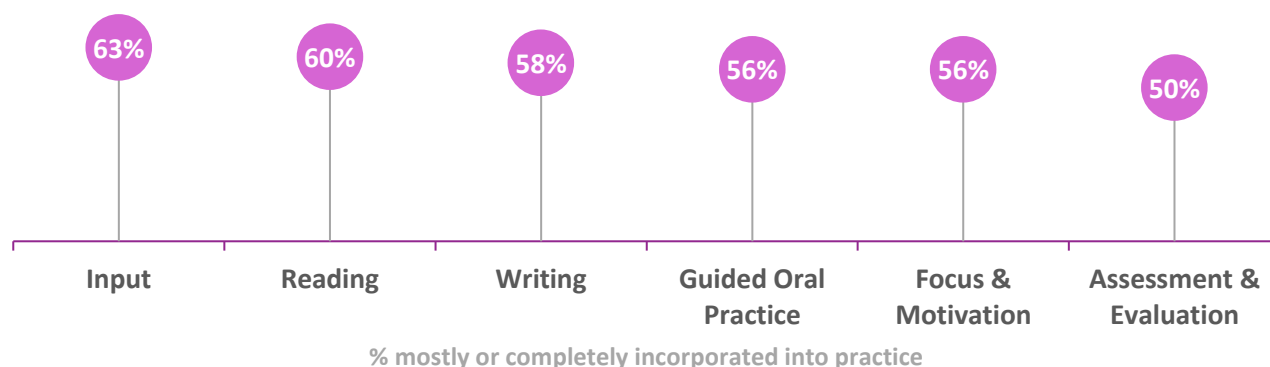
	Not at all/ somewhat	Moderately	Quite a bit/a lot
Using strategies that provide students with opportunities for more oral language production	9%	11%	80%
Using strategies that provide students with opportunities to process critical thinking skills	13%	14%	73%
Using strategies to teach effective writing skills	9%	28%	63%
Preparing instruction aligned to the Nevada Academic Content Standards (NVACS) and WIDA standards	14%	23%	63%

Table 1. Backward Planning Strategies	% Feel quite a bit or very competent
Chunking and Linking (Connection of standards, concepts and skills)	65%
Identifying Assessments and Evaluations (On-going assessment of progress from pre to post)	79%
Identifying Resources, Strategies, & Activities (Unit outlines and sequencing to target standards)	80%
Lesson Planning (Teach to the highest and scaffold up)	80%

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

Figure 11

63% had incorporated Input mostly or completely into their instructional practice.

Input	Reading	Writing	Guided Oral Practice	Focus & Motivation	Assessment & Evaluation
63%	60%	58%	56%	56%	50%

% mostly or completely incorporated into practice

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Two-Way Immersion Teacher Professional Development and Coaching

TWI Survey

A total of 18 participants from the TWI professional learning in September completed an exit survey. From the before the session to after, the majority of TWI teachers felt their competency increased mostly or extremely for each of five skills (Figure 12). The highest percentage of teachers felt mostly or extremely competent with respect to implementing effective strategies for biliteracy development. The lowest percentage of teachers felt mostly or extremely competent identifying research-based elements of dual language and biliteracy instruction. Most of the TWI teachers were satisfied with their current level of information and support related to the topic, but 20% indicated they still needed some more information and/or support.

Figure 12

TWI teachers' feelings of competency to implement strategies increased from before the session to after.

Implementing effective strategies for biliteracy development — 22% → 94%

Define dual language and biliteracy — 22% → 89%

Comparing and contrasting language acquisition program models — 17% → 89%

Implementing the Bridge between languages — 30% → 78%

Identifying research-based elements of dual language and biliteracy instruction — 28% → 76%

Before session | After session

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

% mostly or extremely competent
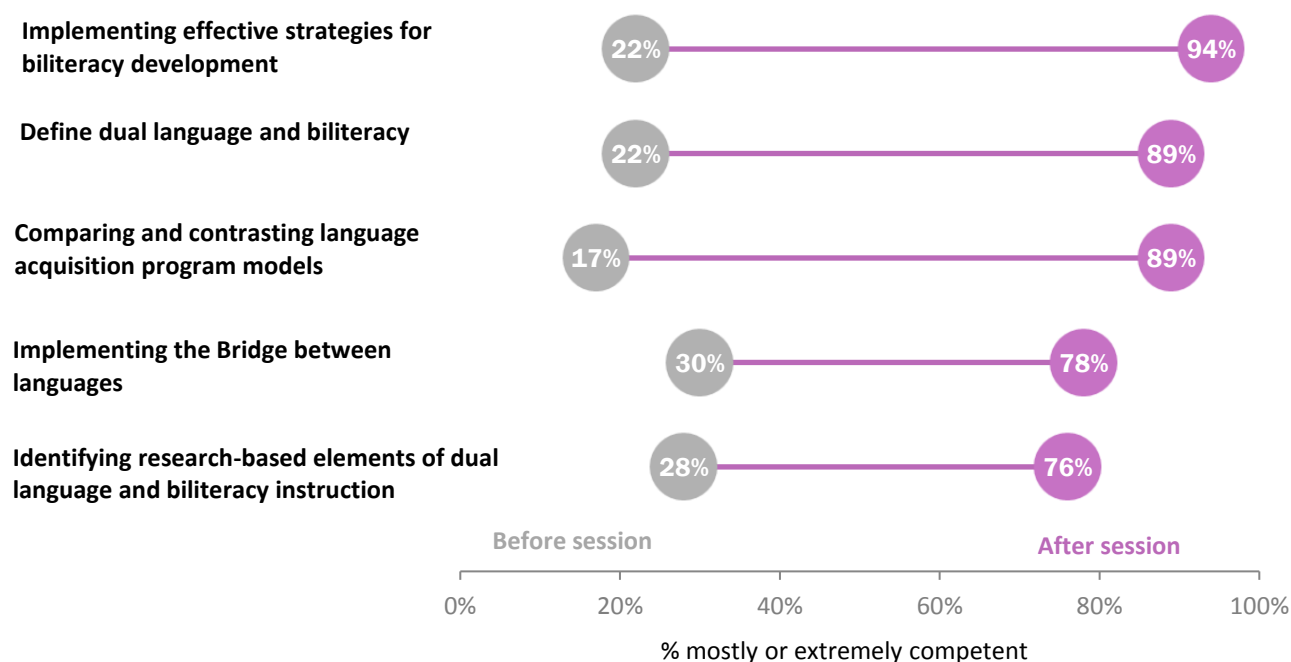
Areas for additional training and/or support

- More strategies for reading development
- Checking BUF; More time for BUF
- Time to plan with same grade level teachers
- More examples for K-1st grade
- Support for creating the vertical alignment connected with standards
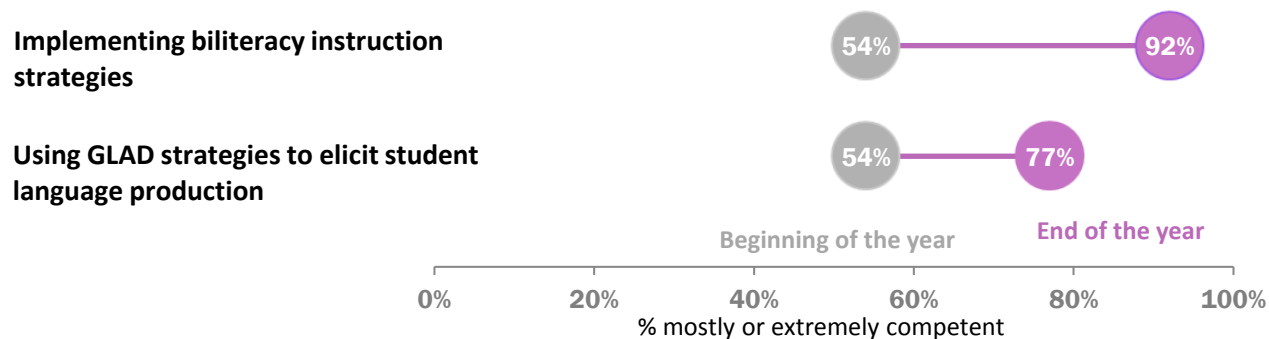- Map curriculum integrating ELA and Science/Social Studies

TWI Follow-up Survey

Two-Way Immersion Teachers (TWI) were invited to complete a follow-up evaluation survey online in April 2017. Of the 14 who responded, 71% had been TWI teachers for more than one year, while 29% were in their first year as a TWI teacher in WCSD. Sixty-nine percent of the respondents indicated that the professional development and support from the EL department had been *mostly* or *extremely* useful to them in their work. Eighty-five percent of respondents felt the professional development had improved their effectiveness implementing biliteracy instruction strategies quite a bit or a lot, while 70% indicated that level of improvement with respect to using GLAD strategies (Table 2). TWI teachers' perceived competence using GLAD strategies and implementing instruction strategies both increased from the start to the end of the year, with a greater perceived improvement related to implementing biliteracy instruction strategies (Figure 13).

Table 2 Extent professional development and support helped improve TWI teacher effectiveness in…	Mean Rating	% Quite a bit or a lot
Using GLAD strategies to elicit effective and purposeful student language production	3.6	70%
Implementing biliteracy instruction strategies	4.0	85%
Rating Scale: (1) Not at all; (2) Somewhat; (3) A moderate amount; (4) Quite a bit; (5) A lot		

Figure 13

TWI teachers' feelings of competency to implement strategies increased from the beginning of the year to the end.

Implementing biliteracy instruction strategies: 54% (Beginning of the year) — 92% (End of the year)

Using GLAD strategies to elicit student language production: 54% (Beginning of the year) — 77% (End of the year)

% mostly or extremely competent

TWI teachers indicated a need for some additional professional development and/or support in the following areas:

- More strageies to use with TWI teaching;
- Continued education for new TWI teachers; and,
- Additional/more advanced trainings for established teachers.

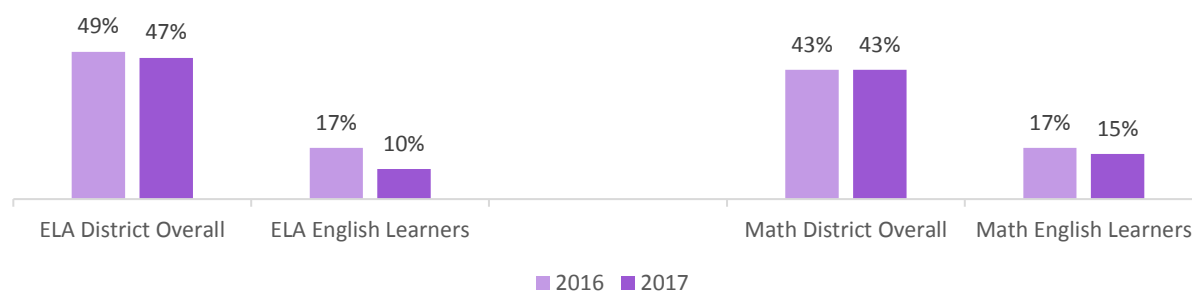**Examples of TWI teachers' implementation of strategies**
- Fish bowl- students model the strategy to the class, classmates observe, share with partner the observation, and do the strategy.
- I have taken several ideas from our PD and implemented them with my students (or plan to). For example, I am using a strategy for the Bridge that we talked about (flip books) next week.
- We've used the Bridge at the end of units. I use TPR with my vocabulary instruction.
- I have done Bridge activities, I work on vocabulary much more, and I include ELA in my science.

Student Achievement Data

SBAC. The Smarter Balanced assessments (SBAC) are computer based tests taken by students in grades 3-8 that measure student knowledge of Nevada's English language arts/literacy (ELA) and Mathematics standards. The percentage of elementary school English Learners scoring at or above standards in ELA fell from 17% in 2016 to 10% in 2017 and the percentage at or above standards in math decreased from 17% to 15% (Figure 14). At the middle school level, in the percentages of English Learners scoring at or above standards decreased slightly for ELA and Math (Figure 15).

Figure 14

Percentage of elementary school English Learners at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017

|	2016	2017
ELA District Overall	49%	47%
ELA English Learners	17%	10%
Math District Overall	43%	43%
Math English Learners	17%	15%

Figure 15

Percentage of middle school English Learners at or above standards (Level 3 or 4) on SBAC in 2016 vs 2017

Graduation Rates. WCSD Graduation rates improved overall from 77% in 2016 to 84% in 2017. For English Learners, the graduation rate increased from 32% in 2016 to 67% in 2017 (Figure 16). It should be noted that there was no proficiency test required for graduation this year. This likely contributed to the rise in graduation rates.

Figure 16

English Learner Graduation Rates, 2015 through 2017
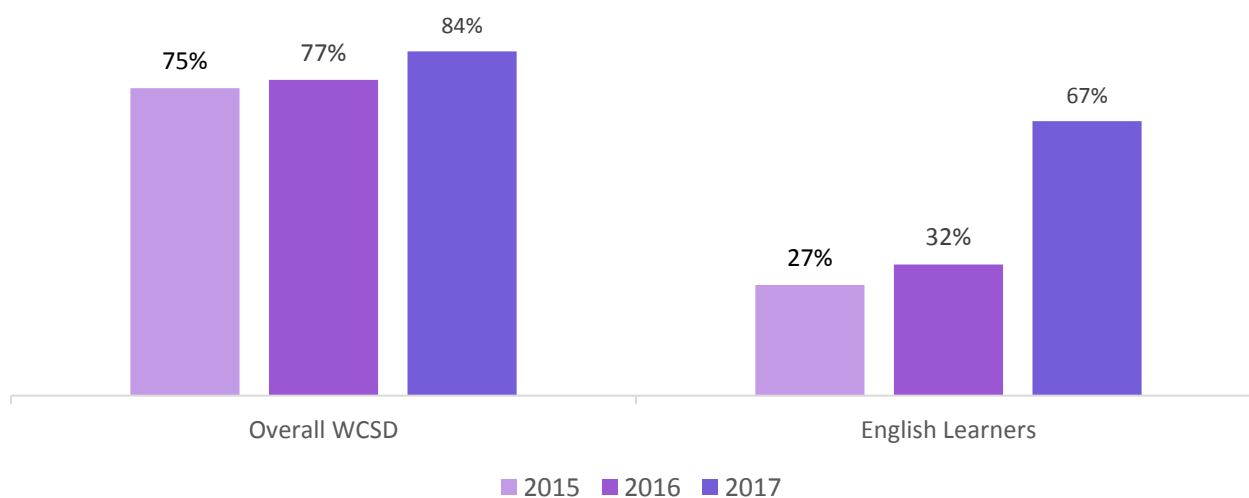
Evaluation Bulletin prepared by:
Elizabeth Christiansen, Ph.D. and Kelly Morning, M.P.H.
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University of Nevada, Reno

indicated a high level of integration of AVID strategies into their classroom—with 100% integrating the strategies at least once a week or more (Table 2).

Teachers noted several AVID strategies that they had implemented during the year:

- Socratic seminar
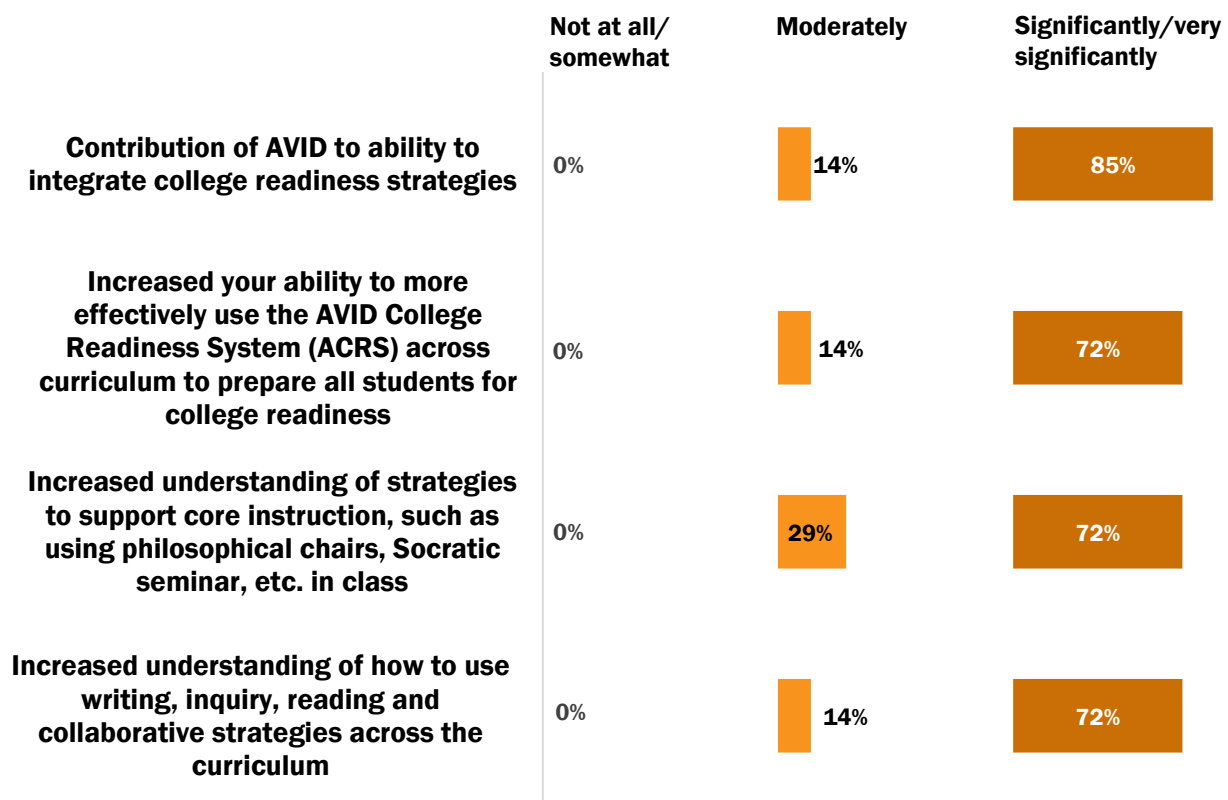- Cornell Notes
- Tutorials
- Wicor
- Quickwrites

All of the respondents indicated that AVID had contributed to their ability to integrate college readiness strategies and activities within their schools moderately to very significantly (Figure 1).

> "In just two years of having AVID at my school, there has been a marked difference in achievement and behavior. I strive to provide my students with the best I can, and a huge part of that is my continued AVID exposure and learning from others more experienced in the curriculum."
>
> —AVID Teacher

Figure 1

85% of respondents indicated that AVID contributed significantly or very significantly to their ability to integrate college readiness strategies.

	Not at all/ somewhat	Moderately	Significantly/very significantly
Contribution of AVID to ability to integrate college readiness strategies	0%	14%	85%
Increased your ability to more effectively use the AVID College Readiness System (ACRS) across curriculum to prepare all students for college readiness	0%	14%	72%
Increased understanding of strategies to support core instruction, such as using philosophical chairs, Socratic seminar, etc. in class	0%	29%	72%
Increased understanding of how to use writing, inquiry, reading and collaborative strategies across the curriculum	0%	14%	72%

While the some of teachers were satisfied with their level of information and support or felt they could teach it to someone else, 43% indicated they still needed some more or extensive information and support (Table 3). Some additional support needed included

- Tutorials
- Specific Coursework
- General Avid Training
- Collaborating with AVID Teachers, and;
- Training on building a site team.

Table 3. Need for additional training and/or support	
I still need extensive information and/or support.	0%
I still need some more information and/or support.	43%
I am satisfied with my current level of information and support.	29%
I could teach this to someone else.	29%

"I love and gain so much from seeing AVID in action by other educators. I thrive on collaborating with local AVID teachers, as well as out of state AVID teachers and consultants."

—AVID Teacher

AVID Program Data

In 2016-2017, AVID enrollment decreased from 2015-2016 levels at the high schools (Table 3). AVID student participation in ACT/SAT testing stayed the same from the previous year (Table 4). The number of AVID high school students participating in AP courses decreased from the previous year (Table 5). The percentage of AVID students graduating from high school remained the same from the previous year (Table 6). Attendance rates were higher for AVID high school students compared to same-age peers (Table 7). At the middle school level, AVID enrollment increased overall (Table 8). Attendance rates for AVID middle school students were higher than same-age peers (Table 9).

Table 3. High School Level AVID Elective Enrollment				
	2015-2016		2016-2017	
	#	%	#	%
Incline HS	24	8.2%	14	5%
Sparks HS	179	15%	151	13%

Table 4. High School AVID Participation in ACT/SAT		
	2015-2016	2016-2017
HS overall	96%	96%
Incline HS	100%	100%
Sparks HS	95%	95%

Table 5. Number of AVID High School Students Enrolled in AP Courses	
2015-2016	2016-2017
59	39
3	6
56	33

Table 6. Percentage of Seniors Participating in the AVID Elective Course that Graduate		
	2015-2016	2016-2017
HS overall	97%	97%
Incline HS	100%	100%
Sparks HS	93%	93%

Table 7. Comparison of Attendance Rate for High School Students Participating in AVID and Same-Age Peers		
	2015-2016	2016-2017
	91%	93%
	94%	95%
	87%	91%

Table 8. Middle School AVID Site Enrollment				
	2015-2016		2016-2017	
	# students enrolled in AVID	% of students enrolled	# students enrolled in AVID	% of students enrolled
MS overall	217	12%	242	13%
Dilworth MS	89	15%	76	13%
Incline MS	12	6%	14	6%
Sparks MS	116	15%	152	20%

Table 9. Comparison of Attendance Rate for Middle school Students Participating in AVID and Same-Age Peers		
	All student attendance	AVID student attendance
MS overall	95%	96%
Dilworth MS	94%	96%
Incline MS	96%	95%
Sparks MS	95%	98%

Conclusion

Results from the follow-up evaluation survey and AVID program data indicate that the AVID program was successful in meeting the professional learning objectives for teachers and some of the AVID program student objectives.

1) *Teachers will gain an understanding of how to use writing, inquiry, reading, collaborative strategies across curriculum.*

Objective met: 100% of teachers reported the AVID professional learning had increased their understanding of how to use writing, inquiry, reading, and collaborative strategies across the curriculum moderately, significantly, or very significantly.

2) *Teachers will develop an understanding of strategies to support core instruction, such as using philosophical chairs, Socratic seminar, etc. in class.*

Objective met: 100% of teachers reported the AVID professional learning had increased their understanding of strategies to support core instruction, such

as using philosophical chairs, Socratic seminar, etc. in class moderately, significantly, or very significantly.

3) *At the high school level, there will be an increase in AVID student participation ACT/SAT tests by 5% at each site.*

Objective partially met: The percentage of AVID students taking the ACT/SAT stayed the same as the previous year at both sites. However, it was 100% at Incline HS, which does not allow for any further improvement.

4) *At the high school level, there will be an increase in the number of students enrolled in AP courses by 10 students per site, per semester.*

Objective not met: There were fewer AVID students enrolled in AP courses this year, compared to the previous year.

5) *All seniors enrolled in the AVID elective course at participating sites will graduate.*

Objective approaching target: Overall, 97% of AVID seniors graduated. 100% graduated at Incline MS, while 93% graduate at Sparks HS.

6) *At the high school level, students participating in AVID will demonstrate a higher rate of attendance when compared to same-age peers.*

Objective met: AVID student attendance was higher than same-age peers at both Incline HS and Sparks HS.

7) *At the middle school level, there will be an overall increase in AVID site enrollment.*

Objective met: Overall, AVID site enrollment increased at the middle school level from 12% to 13%. Enrollment increased at Sparks MS, stayed the same at Incline MS, and decreased at Dilworth MS.

8) *At the middle school level, students participating in AVID will demonstrate a higher rate of attendance when compared to same-age peers within the 2016-2017 school year.*

Objective met: Student participating in AVID demonstrated a higher rate of attendance when compared to same-age peers at all three middle school sites.

The goal of the Washoe County School District (WCSD) Equity & Diversity Title II-funded programming was to create a cadre of culturally responsive practice coaches developed through a Train the Trainer Model to provide equity, diversity, and cultural competency professional learning to improve teaching practices and student academic achievement through effective culturally responsive instructional strategies, methods, and skills.

Professional development for the culturally responsive practice coaches was provided to develop the tools for shifting thinking in support of all students achieving at high levels. These tools help to improve standards-based teaching and learning and guide interactions among teachers, students, parents, counselors, and administrator in ways that acknowledge, honor, and value diversity.

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 using a retrospective pre-survey, then post approach were administered at the end of the year and a 7 Principles Strengths Growth chart was completed during the professional learning. Note: Throughout the bulletin, all percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

> **16** teachers and administrators participated in the Deep Equity Cadre.

Follow-up Surveys

Evaluation surveys were collected from 12 Deep Equity Cadre participants. The majority of participants were teachers (83%). Participants reported higher levels of knowledge of culturally responsive practices at the end of the year compared to before participating in the cadre (Figure 1).

Figure 1

Deep Equity Cadre participants' knowledge of culturally responsive practices increased from before to after they participated.

How much known about culturally responsive practices
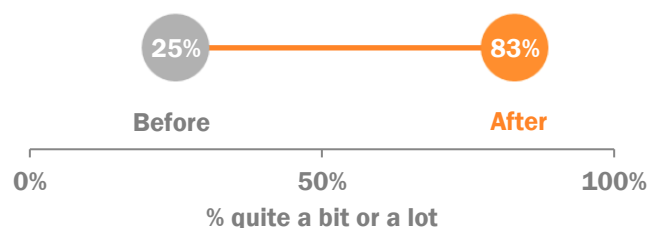
The highest percentages of cadre members (75%) reported having implemented two strategies in their classrooms/schools quite a bit or a great deal this year—using relevant data when making decisions to optimize the learning environment and using effective practices when making decisions to optimize the learning environment (Figure 2). Sixty-seven percent had worked towards developing cultural connections in the classroom quite a bit or a great deal, while 58% had worked towards developing cultural connections outside the classroom quite a bit or a great deal.

Figure 2

75% of cadre members had used relevant data and effective practices when making decisions to optimize the learning environment.

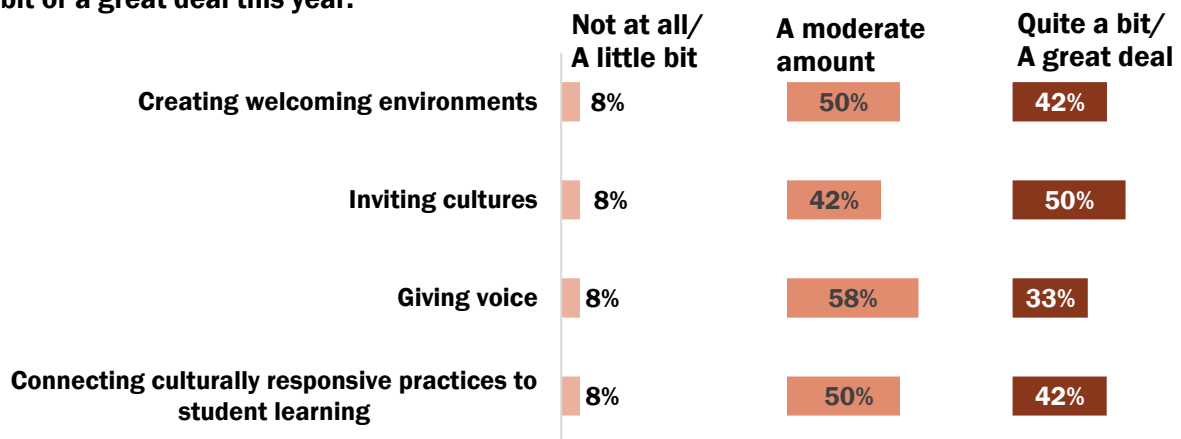|	Not at all/ A little bit	A moderate amount	Quite a bit/ A great deal
Worked toward developing cultural connections for more effective culturally responsive instruction and learning opportunities in the classroom	8%	25%	67%
Worked toward developing cultural connections for more effective culturally responsive instruction and learning opportunities outside of the classroom	8%	33%	58%
Used relevant data when making decisions to optimize the learning environment	25%	0%	75%
Used effective practices when making decisions to optimize the learning environment	8%	17%	75%

Cadre members indicated to what extent their schools had honored students' and families' "funds of knowledge" through four strategies (Figure 3). Half the cadre members reported that their schools had "invited cultures" quite a bit or a great deal. The lowest percentage (33%) indicated their school had "given voice" quite a bit or a great deal.

Figure 3

50% of cadre members reported that their schools had used the strategy inviting cultures quite a bit or a great deal this year.

	Not at all/ A little bit	A moderate amount	Quite a bit/ A great deal
Creating welcoming environments	8%	50%	42%
Inviting cultures	8%	42%	50%
Giving voice	8%	58%	33%
Connecting culturally responsive practices to student learning	8%	50%	42%

Extent to which schools honored and recognized students' and families' funds of knowledge through these strategies

Deep Equity Cadre Members' Implementation of Deep Equity Learning

I am more open to hearing my students' stories about what is going on in their lives and how they are interpreting events at school and in the news. I am also taking a deeper look at what I have in my classroom, posters, quotes, motivations and presentation of materials.

More diverse books and providing more opportunity with technology that most students don't have at home. Fighting for equal treatment of all students!

To acknowledge race, help advice students of color questions and concerns regarding if something is unjust.

Sharing awareness and understanding of what culturally responsive practices are with my colleagues both formally and informally; building authentic relationships with colleagues and students as well as community members.

We look at monthly discipline and award data to see cultural trends. My AP and I have discussed with all grade levels the leveled readers and literature circles they are conducting to provide us with their diverse authors and topics.

Learning about different cultures to become culturally aware. Tone and trust

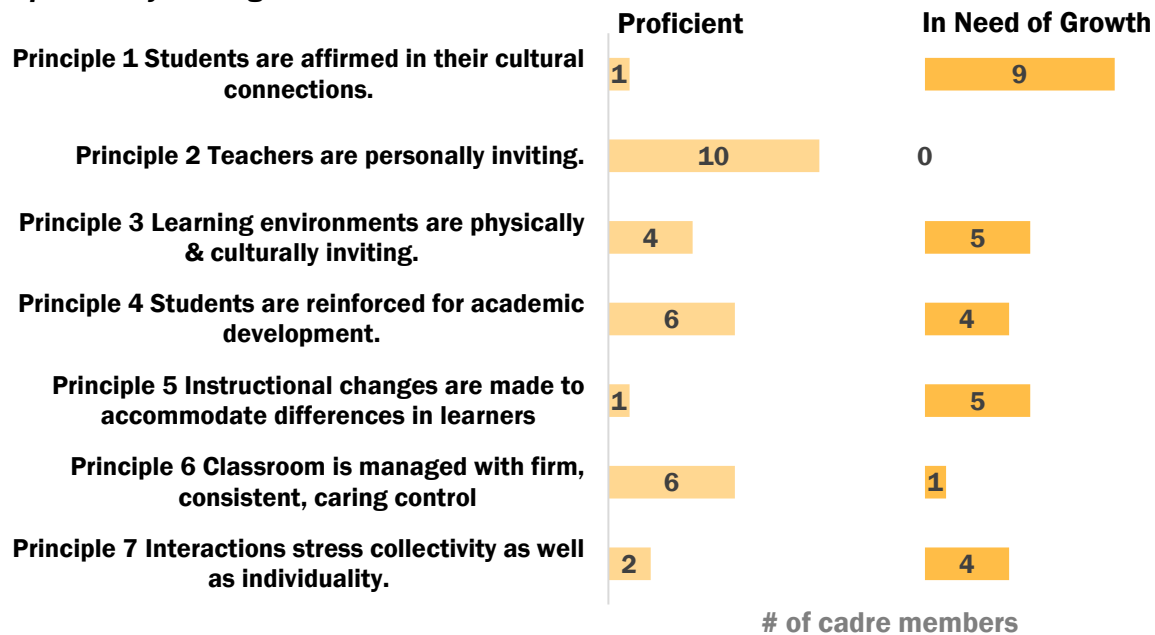*Conversations with students and families*

I have created a presentation regarding equity lenses and how these can affect our engagement with others. I presented this material with a fellow cadre member at a district wide one day conference (Saturday Cafe). I also have created a presentation specific to my school that will be presented at the beginning of next year to my entire staff and will work to help teachers increase their equitable instruction.

Deep Equity Cadre members identified on which of the 7 Principles for Culturally Responsive Teaching they were proficient and those for which they were in need of growth (Figure 3). The greatest number of cadre members were proficient on *Principle 2 Teachers are personally inviting*, *Principle 4 Students are reinforced for academic development*, and *Principle 6 Classroom is managed with firm, consistent, caring control*. The greatest number of cadre members were in need of growth with respect to *Principle 1 Students are affirmed in their cultural connections*, *Principle 3 Learning environments are physically and culturally inviting*, and *Principle 5 Instructional changes are made to accommodate differences in learners*.

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Figure 3

The greatest number of cadre members felt they were proficient in *Principle 2 Teachers are personally inviting*.

	Proficient	In Need of Growth
Principle 1 Students are affirmed in their cultural connections.	1	9
Principle 2 Teachers are personally inviting.	10	0
Principle 3 Learning environments are physically & culturally inviting.	4	5
Principle 4 Students are reinforced for academic development.	6	4
Principle 5 Instructional changes are made to accommodate differences in learners	1	5
Principle 6 Classroom is managed with firm, consistent, caring control	6	1
Principle 7 Interactions stress collectivity as well as individuality.	2	4

# of cadre members

Conclusion

Results from the evaluation indicate that the Deep Equity Cadre program was successful in increasing teacher and administrator knowledge and implementation of culturally responsive practices. Participants recognized both areas of proficiency and where growth was needed with respect to the 7 Principles of Culturally Responsive Teaching.

Program Objectives

1) *Teachers' knowledge about culturally responsive practices increases.*

   Objective met: The percentage of cadre members who knew quite a bit or a lot about culturally responsive practices increased from 25% before the cadre to 83% at end of the year.

2) *Teachers intentionally work toward developing cultural connections for more effective culturally responsive instruction and learning opportunities in and outside of the classroom.*

   Objective met: 92% had worked towards developing cultural connections in the classroom a moderate amount to a great deal, while 91% had worked towards developing cultural connections outside the classroom a moderate amount to a great deal.

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Community Health Sciences
University of Nevada, Reno

3) Schools honor and recognize students' and families' funds of knowledge by creating welcoming environments, inviting cultures, giving voice, and connecting culturally responsive practices to student learning.

> **Objective met**: 92% reported their schools honored students' and families' funds of knowledge by using those four strategies a moderate amount to a great deal.

4) School staff use relevant data (race/ethnicity, student behavior, student access, family engagement, school climate, academic achievement) and effective practices when making decisions to optimize the learning environment to ensure student success.

> **Objective met**: 75% reported that school staff use relevant data and effective practices when making decisions to optimize the learning environment to ensure student success a moderate amount to a great deal.

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The goal of the Washoe County School District's (WCSD) Early Childhood Education (ECE) Professional Development (PD) program is to improve the early literacy and language instruction in all early childhood classrooms. To do this, the ECE program works to train early childhood teachers on the components of the Early Childhood Environment Rating Scale (ECERS-R), Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) tools, and a variety of enrichment areas for Pre-K learning and development. All WCSD Pre-K teachers participate in a comprehensive professional development program, which includes mentoring and literacy coaching, specialized topic seminars, and inquiry groups. These professional development opportunities provide teachers with explicit instructional strategies and practices aligned with the early childhood curricula and current reading research.

101 **teachers participated in the Early Childhood Education professional learning.**

In 2016-2017, programming included monthly training and support related to current strategies, interventions, and best practices to all school sites with EC programs in the WCSD (including one mobile Classroom on Wheels (COW) Bus serving two school sites). The Center for Program Evaluation (CPE) at the University of Nevada, Reno worked with program coordinators to provide technical assistance in the evaluation of the program. Evaluation strategies summarized in this bulletin include professional development follow-up evaluation surveys and Pre-K student outcome data. Note: All percentages may not sum to 100 due to item non-response/inapplicability and/or rounding.

ECE Monthly Meetings: Professional Development

In 2016-2017, a number of trainings were offered in monthly staff meetings covering a variety of PD topics. Outcomes from these PD strategies were measured by follow-up surveys. Three evaluation surveys were completed during the year in order to

Table 1. Length of time with WCSD ECE	
	%
Less than one year	28%
1-3 years	21%
4 years or more	51%

evaluate the usefulness and effectiveness of PD provided in the monthly team meetings. At the September meeting, 69 teachers completed the survey. More than half the respondents had been with WCSD ECE for four years or more (Table 1). Half of the respondents were with ECE and half were with Early Childhood Special Education.

September PD participants rated their understanding of four topics covered at the session (Figure 1). High percentages of respondents (83%-87%) reported understanding intrinsic v. extrinsic rewards, scaffolding instruction, and Fundamental I: Curriculum & Instruction mostly or completely. Understanding of the ECERS-3 was lower, with 43% understanding it mostly or completely. The majority of respondents felt mostly or completely prepared to break down the standards, use SEL in the classroom, and use positive reward sticks in the classroom.

Figure 1

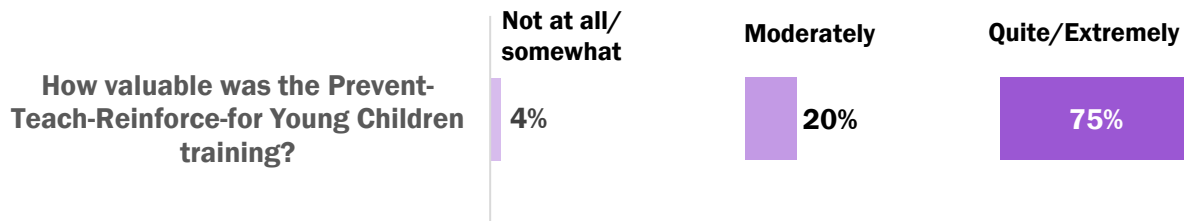**The lowest percentage of respondents (43%) reported understanding the ECERS-3 mostly or completely.**

	Not at all/ somewhat	Moderately	Mostly/Completely
Understand intrinsic vs. extrinsic rewards	2%	12%	87%
Understand scaffolding instruction	2%	15%	84%
Understand Fundamental I: Curriculum & Instruction	10%	6%	83%
Understand the ECERS-3	21%	18%	43%
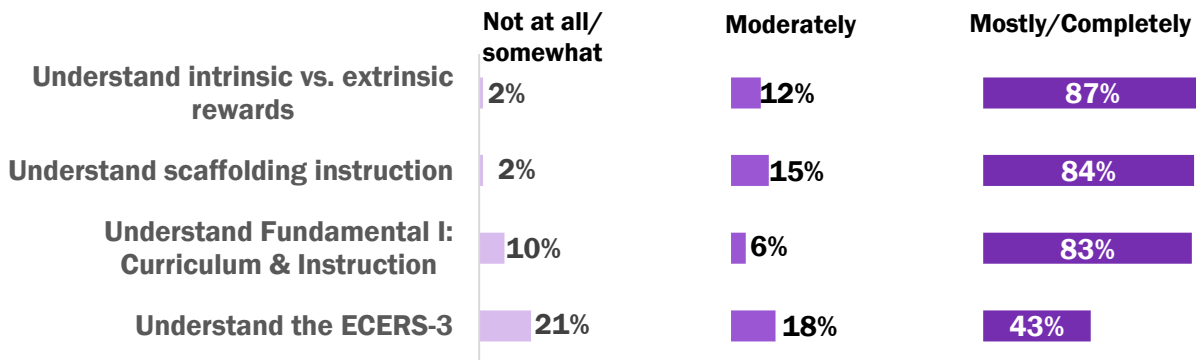
Figure 2

84% of respondents felt mostly or completely prepared to break down the standards.

	Not at all/ somewhat	Moderately	Mostly/Completely
Prepared to break down the standards	4%	12%	84%
Prepared to use SEL in the classroom	6%	15%	79%
Prepared to use positive reward sticks in the classroom	4%	20%	75%
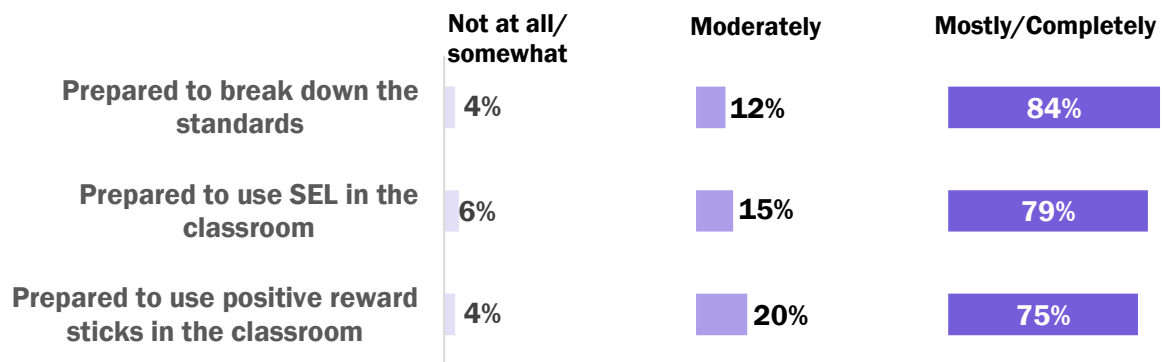
The February PD focused on Prevent-Teach-Reinforce-for Young Children (PTR-YC). The evaluation survey was completed online by 57 participants. Before the training, 46% of respondents reported they were not at all familiar with PTR-YC, while 28% reported being mostly or extremely familiar with it. After the training, most of the participants felt the training was valuable (Figure 3). The majority of respondents reported learning some or many new strategies they planned to apply in their classrooms (Figure 4). More than half the respondents (53%) were satisfied with their current level of training and support for PTR-YC, while the remaining 47% reported needed some additional or extensive training and/or support.

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Figure 3

75% of respondents felt the PTR-YC training was quite or extremely valuable.

	Not at all/ somewhat	Moderately	Quite/Extremely
How valuable was the Prevent-Teach-Reinforce-for Young Children training?	4%	20%	75%

Figure 4

81% of respondents learned some or many new strategies they planned to apply in the classroom.

I learned no new strategies.	I learned some new strategies.	I learned many new strategies.
19%	72%	9%
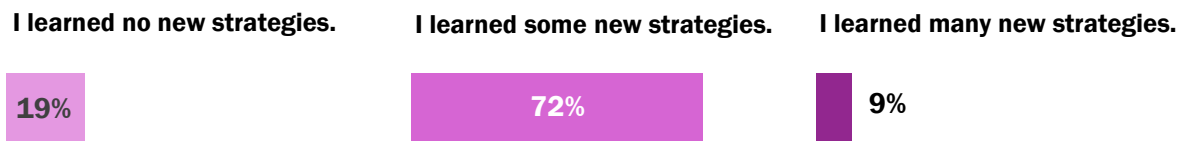
The March PD session covered the ECERS-3. The evaluation survey was completed by 52 respondents. After the session, 88% of respondents reported their level of understanding of the ECERS-3 to be good or very good, compared to 52% before the session (Figure 5). The majority of respondents (78%) said they believed using the term "Core Instructional Time and Individualization" would help administrators understand what is happening during center time. The majority of respondents indicated that the amount of time they spent working with children individually would change moderately to a great deal as a result of the presentation (Figure 6). Forty-six percent of respondents indicated it would be quite or extremely beneficial to have additional training on the topic (Figure 7).
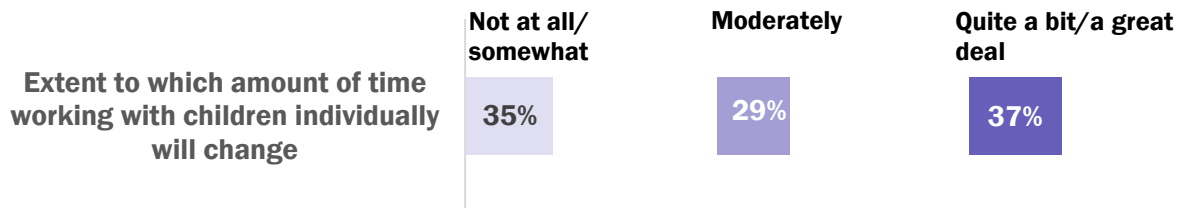
Figure 5

Participants' level of understanding of the ECERS-3 increased from before the session to after.

ECERS-3

52% — Before   88% — After

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

% good or very good
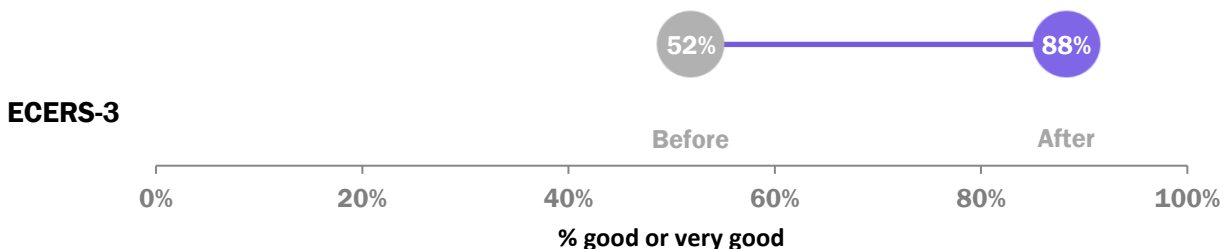
Figure 6

37% of respondents thought the amount of time to which they worked with children individually would change quite a bit to a great deal after the presentation.

	Not at all/ somewhat	Moderately	Quite a bit/a great deal
Extent to which amount of time working with children individually will change	35%	29%	37%

Figure 7

46% of respondents thought additional training on the ECERS-3 would be quite or extremely beneficial.

	Not at all/ somewhat beneficial	Moderately beneficial	Quite/extremely beneficial
Additional training	35%	19%	46%
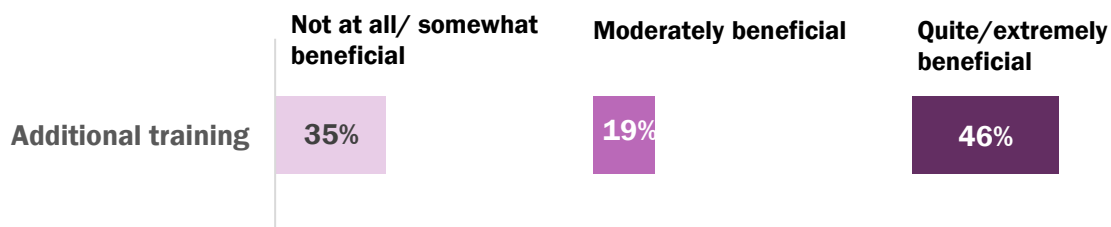
Brigance Screen III Results

The Brigance Screen III is the standardized assessment that aligns with the NDE Kindergarten Entry Assessment. All WCSD ECE Grant funded students were assessed using the Brigance Screen III. Student growth was determined through the pre and post-tests with the Brigance Screener. Pretest and posttest Brigance Screen III scores were compared for the children at ECE sites. The majority of children (68%) increased scores from fall to spring during 2016-2017. The ECE program was successful in meeting the measurable objective that 65% of students will make gains as measured by the Brigance Screen III.

68% of children in WCSD ECE programs increased their Brigance Screen III results from fall to spring.

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