

# Spring 2022 Program Evaluation Results:


**Professional Learning Communities  
Common Assessments  
Learning Facilitators**

June 2, 2022





# Survey Methodology

- Survey distribution
  - 169 principals and assistant principals invited (3 opted out)
  - 93 administrators initiated the survey
    - Response rate ~ 56%
  - 67 administrators completed the survey
    - Response rate ~ 40%
- Timeline: April 19<sup>th</sup>  May 5<sup>th</sup>
  - DS weekly announcements sent on April 19<sup>th</sup> and April 26<sup>th</sup>



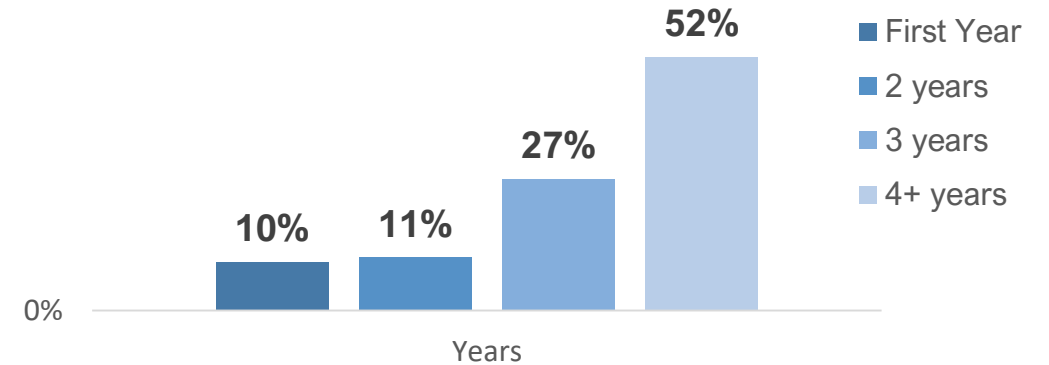


# PLC Implementation

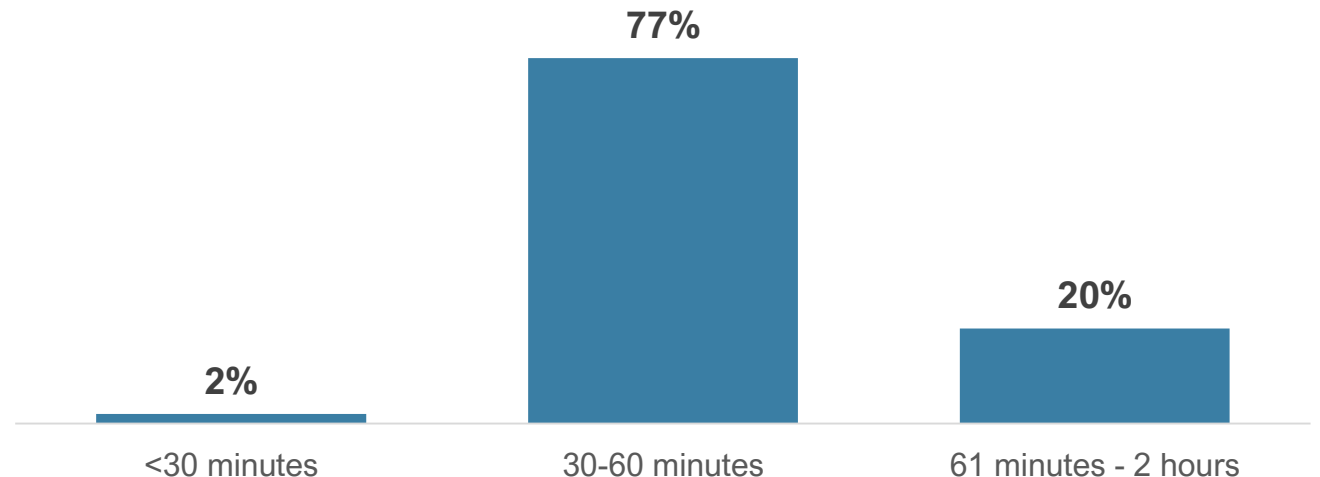
Administrator Check-In Survey (n=70)

- Most schools have been implementing PLCs for several years
- The majority only meeting for 30-60 minutes (some teachers indicated they think PLCs can be too short)

Years of PLC Implementation



Average Time Spent in PLCs





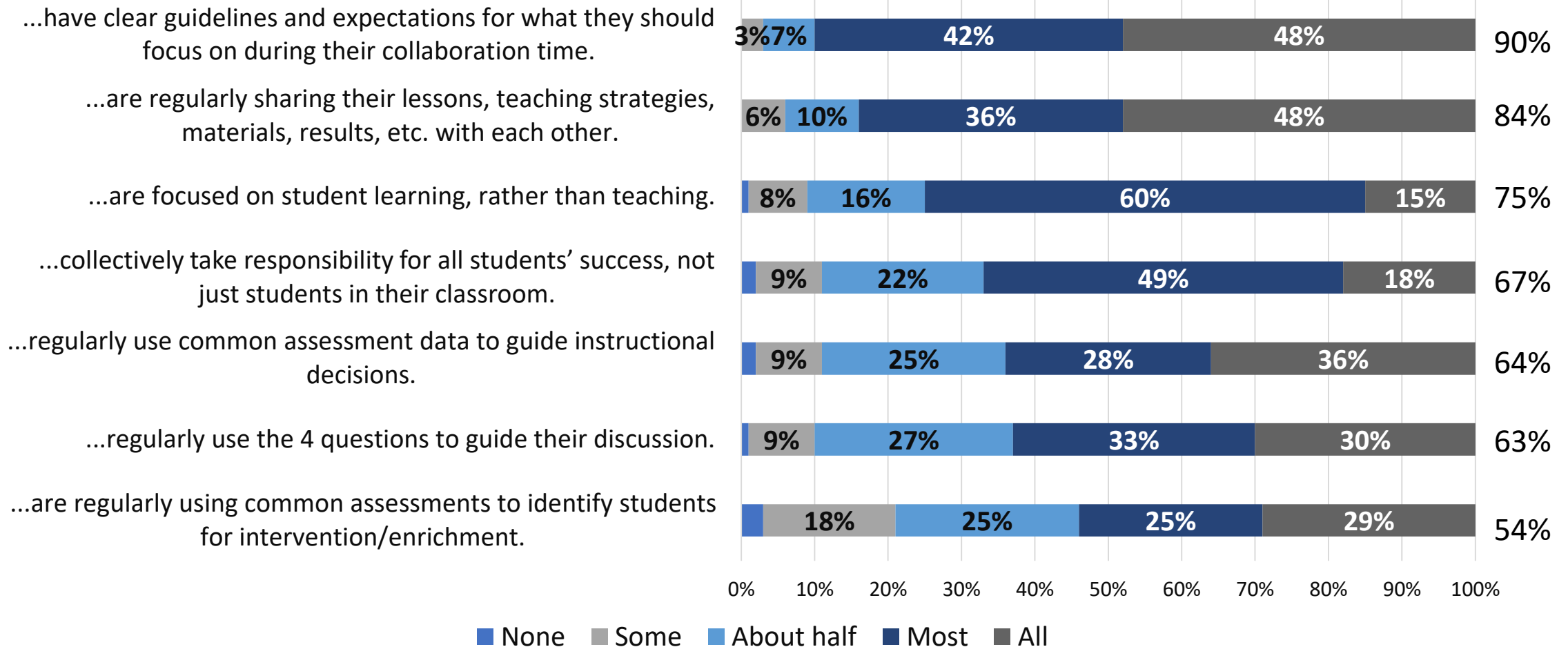
# PLC Practices

Administrator Check-In Survey (n=70)



## Number of Collaborative Teams Engaging in Common PLC Practices

% Most and All





# Professional Learning Communities



We need to continue to focus on PLCs. So much we still need to do.

”

“

Our school is working diligently on PLCs and Tier 1 instruction next year. We are going slow as many of the staff is having to redefine and implement the purpose and work of collaborative teams.

”

Now that we are somewhat out of the pandemic, we are working on PLC's as a school with a focused approach on equitable grading practices, SEL as Tier 1 and backwards lesson design. We are hoping for no SLO's next year and we would love to be able to focus on this work absent from new directives or initiatives.

“

PLC professional development days should be earlier in the school year. PLCs need to meet [earlier] in the year as they establish pacing, assessments, and look[ing] at data.



# Professional Learning Communities

Data Coach Focus Group Preliminary Results (N = 7)

- PLC practices have improved across the board
  - ❖ Implementation does vary across grade level, buy-in
- Leadership, both department and school, is critical to successful PLCs
- Successful PLCs:
  - ❖ Staff come to meetings prepared
  - ❖ Engage in backward unit planning
  - ❖ Already have an idea of the essential questions





## Attitudes Toward Common Assessments

% Agree/Strongly agree

Collaborative teams at my school use common assessments to monitor student learning.



86%

Results from the common assessments provide actionable evidence to support student learning.



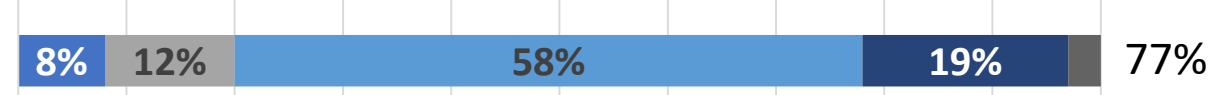
79%

The items on the common assessments align with grade level standard expectations in NVACs.



79%

The items in the common assessments are sequenced to match district pacing.



77%

The items on the common assessments align with the essential standards.



77%

My school is finding value in common assessments.



72%

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

Strongly Disagree Disagree Agree Strongly Agree I don't know



# Common Assessments

Survey Comparison between Teachers and Administrators

	K-5 Teachers	Administrators	Difference
Align with grade level standard expectations in NVACs	81%	79%	2%
The items are sequenced to match district pacing	74%	77%	3%
Use common assessments for intervention/enrichment	57%	54%	3%
Collaborative teams use common assessments to monitor student learning	74%	86%	12%
Results provide actionable evidence to support student learning	62%	79%	17%



388 K-5 teachers responded to the survey in December 2021





# Common Assessments



## A caveat to the survey data:

- ❖ Open response comments are often left by respondents who disagree
- ❖ Open response comments suggest that there could be a misunderstanding as to what is considered a common assessment

“

By common assessments, I mean STAR reading and math, AimswebPlus, MAP, and curriculum-based assessments. We do not find value in the School City assessments.

”





# Common Assessments

Open Response Comments (N=25)

- The items on the assessments do not align with the curriculum, other assessments, and/or essential standards
- The district assessments are frustrating and time consuming
- The testing window does not align with pacing
- There is value in common assessments, but not necessarily district common assessments
- Math assessments are more useful than ELA assessments
- Teachers should have more autonomy in the development of assessments





# Common Assessments

Data Coach Focus Group Preliminary Results (N = 7)

- Mismatch between testing window and teaching timelines
- There could be value, but the implementation was challenging this year
  - ❖ There are too many assessments
  - ❖ The logistics of the assessments are challenging for teachers
- Math is more useful than ELA
- Other data sources get us the information we need (e.g., Aimsweb)





# Common Assessments

“I wanted them to be useful and helpful. And I think they were to a certain extent because of how we would spend some time **breaking them down by the item type** ...so that we could really dig into how come all the kids did this way on this item. And also the standards; we could look over time and say they are either **consistently hitting the standard or not hitting the standard**. It stopped halfway through the year so that was rough. And then my other hang up is **it doesn't give us normed**. So I think it's good for instruction, I think it's helpful to grow [teachers'] capacity in terms of how they're analyzing student work, but for me, especially with MAPs going away, not having a normed assessment is rough.”





# Learning Facilitators

A teacher in every elementary school to support instruction



## Teacher Check-In Survey (N=66)

### Learning Facilitator at my school provides support: Agree/Strongly Agree

- Intervention strategies (82%)
- Implementation and analysis of classroom-based formative assessments (80%)
- Standards-based lesson planning (79%)
- Differentiated instruction (77%)
- Enrichment strategies (75%)

## Administrator Check-In Survey (N=79)

### Learning Facilitators strengthen teacher capacity: Agree/Strongly Agree

- Nevada Academic Content Standards (NVACs) (92%)
- Tier 1 Instruction (92%)
- Professional Learning Communities (92%)

“

*My LF is invaluable to my school. She is a key player in strengthening instruction and our MTSS process. If I were to ask for one thing from the district, it would be to keep LFs at our sites. The progress will not be sustainable without them.—Elementary School Administrator*



# Learning Facilitators

A teacher in every elementary school to support instruction



## Administrator Check-In Survey:

### Support or resources needed by LFs from the district for SY 2023

- Professional Development (44%)
- Additional Coaching (36%)
- Modeling opportunities in teacher instruction (31%)
- Modeling opportunities in PLC facilitation (39%)
- Other (33%)

“

*Our LF leads our teachers in PLC work, 21st Century Learning, and Depth and Complexity. We look forward to her working with Heggerty for phonics support next year. — Elementary School Administrator*



# Conclusions

Striving for continuous improvement

## Learning Facilitators (LF)

- Teacher and administrators feel that the LF staff have been extremely helpful with:
  - ❖ building teacher capacity
  - ❖ providing interventions
  - ❖ contributing to professional learning communities
- LFs are currently serving dual purposes with roles and responsibilities:
  - ❖ aligned with ESSER funding
  - ❖ fulfilling the Nevada Read By Grade 3 law
- Need to define roles and responsibilities more clearly

