

Washoe County School District
Title II Evaluation Bulletins 2019-2020

Submitted to
Title II Program
Washoe County School District

WCSD Title II - 21st Century Learning Evaluation Bulletin 2020

The Washoe County School District's (WCSD) 21st Century Learning Program is designed to prepare educators to create and deliver instruction that develops students' 21st Century Competencies. The 21st Century Online Learning Coordinator (OLC) is responsible for the development and facilitation of the tiered 21st Century Educator Badge professional learning program. This program trains educators in multiple strategies for implementing technology and advancing NVACS-aligned, student-centered instruction. Additionally, educators are supported through participation in the year-long 21st Century Learning Leaders Network.

In SY 2019-2020, the Online Learning Coordinator implemented five 21st Century strategies toward these goals including:

1. Administrator Practitioner Badge Program: (N=9)
2. Explorer Badge—Camp 21: (N=22)
3. Leader Badge Program: (N=8)
4. Practitioner Badge Program: (N=58)
5. Learning Leaders Network: (N=116)

I. 21st Century Learning Leaders Network Survey

During the SY 2020, pre- and post-online surveys were sent to all participants in the Learning Leaders Network (N=116). The participants included teachers in elementary (Pre=57, Post=39), middle (Pre=22, Post=15), and high schools (Pre=22, Post=8). The Pre-survey was administered in September 2019 (85% response rate) and the Post-survey in

**213 teachers were
served by the
Online Learning
Coordinator in
SY 2019-2020**

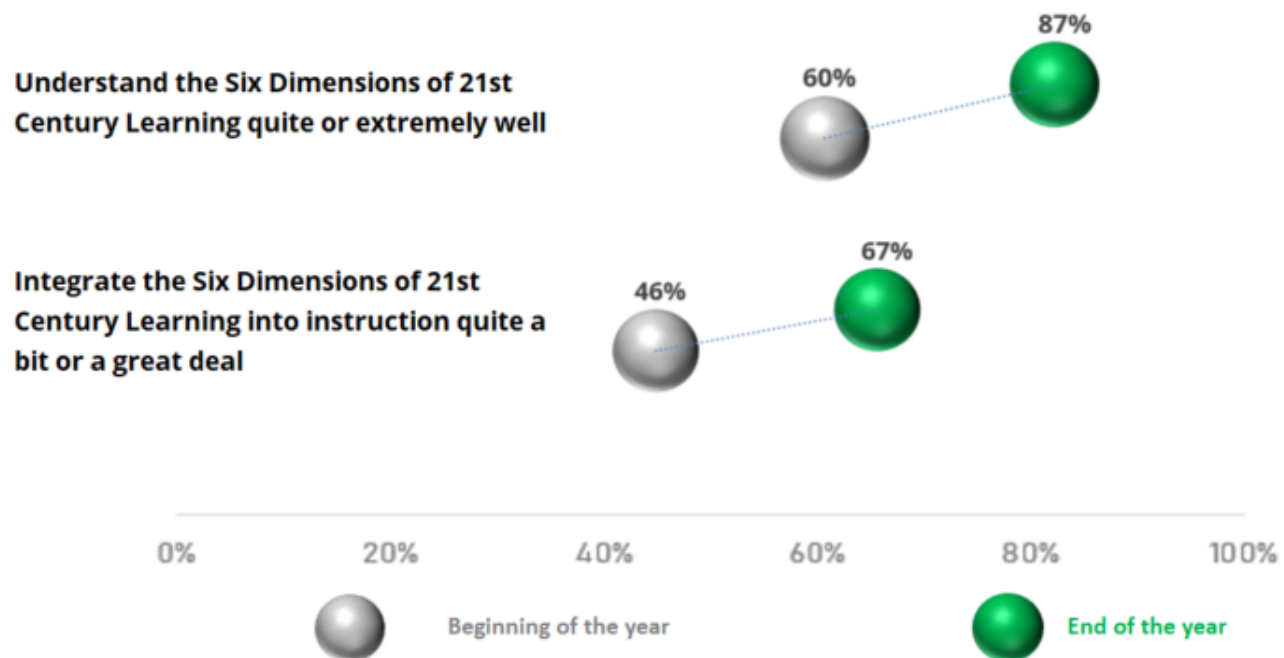
March 2020 (53% response rate). The surveys included five questions/categories that measured participants' knowledge gain related to the *Six Dimensions of 21st Century Learning*, (1) *Collaboration*, (2) *Knowledge Construction*, (3) *Real-World Problem Solving and Innovation*; (4) *Use of Technology for Learning*, (5) *Self-Regulation*, and (6) *Skilled Communication*, and used the following Likert scales:

- Level of Understanding (1-"Not well at all" to 5-"Extremely well")
- Level of Integration (1-"Not at all" to 5-"A great deal")
- Level of Competence to Integrate (1-"Not at all" to 5-"Extremely")
- Level of Preparedness (1-"Not at all" to 5-"Extremely")
- Level of Ability (1-"Not at all" to 5-"Extremely")

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As shown in Figure 1, between the pre- and post-surveys, the participants' Level of Understanding of the Six Dimensions of 21st Century Learning increased from 60% to 87%, and participants' Level of Integration of the Six Dimensions of 21st Century Learning into their instruction increased from 46% to 67%.

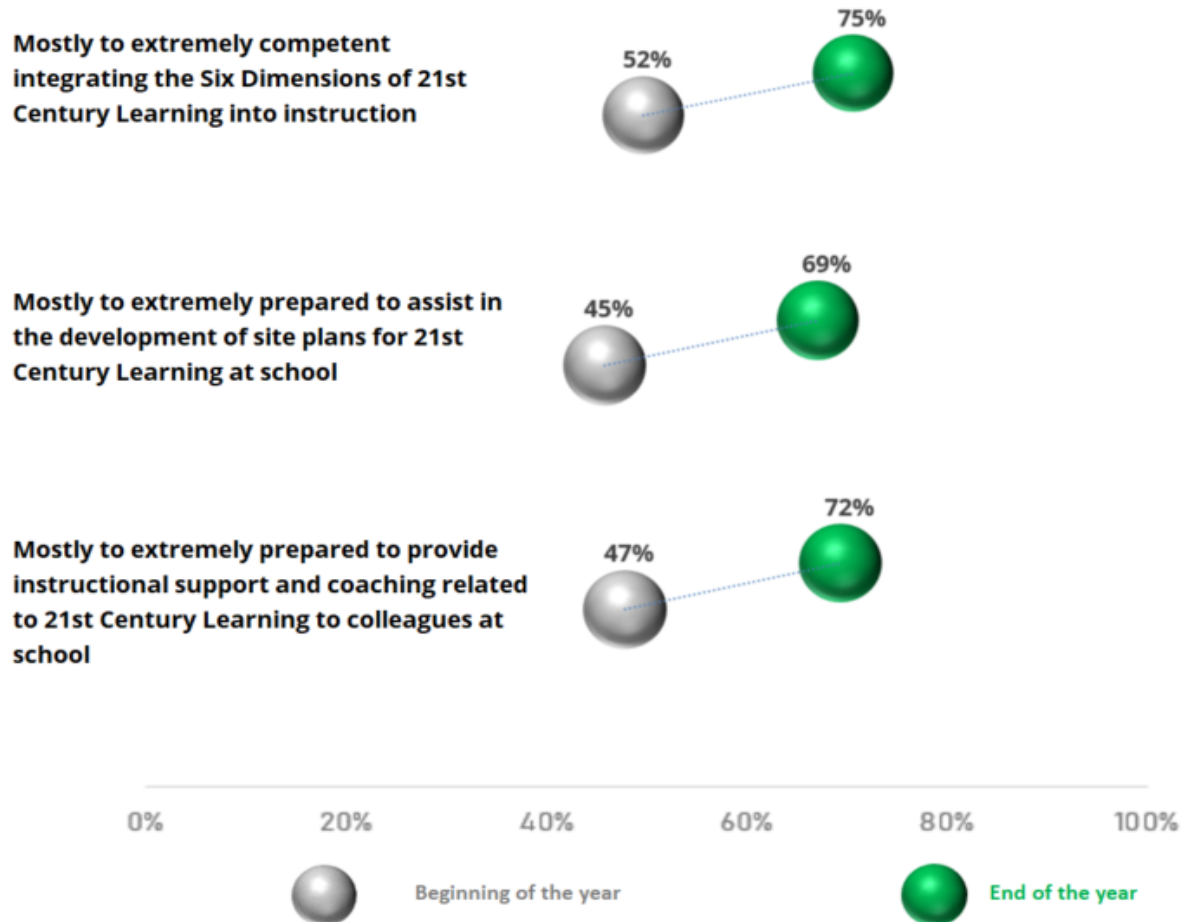
Figure 1. SY 2020 Pre-Post survey results for participants in the 21st Century Learning Leaders Network Program, (N=99 Fall; N=61 Spring).



As shown in Figure 2, the pre-post surveys indicated increases in participants' Level of Competence to Integrate the Six Dimensions of 21st Century Learning into their daily instruction, 52% to 75%; participants' Level of Preparedness to assist in site plan development, 45% to 69%; and participants' Level of Ability to provide instructional support and coaching related to 21st Century Learning at their site, 47% to 72%.

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Figure 2. SY 2020 Pre-Post survey results for participants' competence, preparedness and ability to provide colleagues with instructional support in the Six Dimensions of 21st Century Learning, (N=99 Fall; N=61Spring).



The Post-survey respondents included a range of novice and veteran participants in the 21st Century Learning Leaders Network, with the largest group being first-year participants:

- Year 1 (SY 2020): 52%
- Year 2 (SY2019): 10%
- Year 3 (SY2018): 7%
- Year 4 (SY2017): 7%
- Year 5 (SY2016): 10%
- Year 6 (SY2015): 15%

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As shown in Figure 3, first-year participants showed very large increases in knowledge across the categories Level of Understanding, 23% to 81%, and Level of Willingness to Integrate, 16% to 56%.

Figure 3. SY 2020 Pre-Post survey results for first-year participants in Level of Understanding and Level of Willingness to Integrate the Six Dimensions of 21st Century Learning, (N=44 Fall, N=32 Spring).

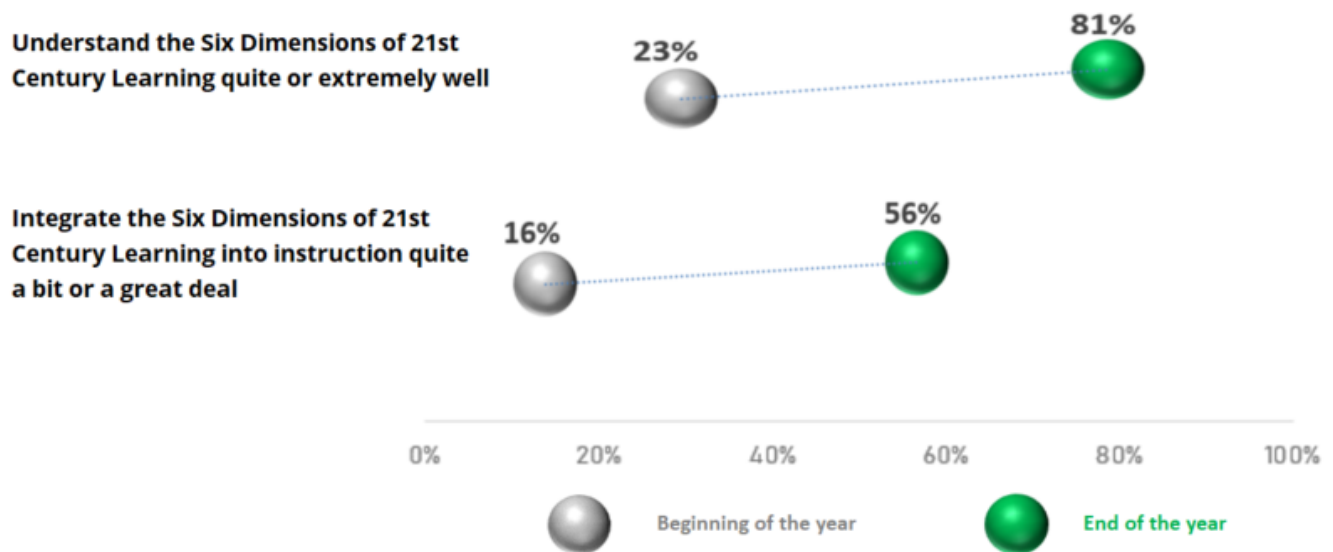
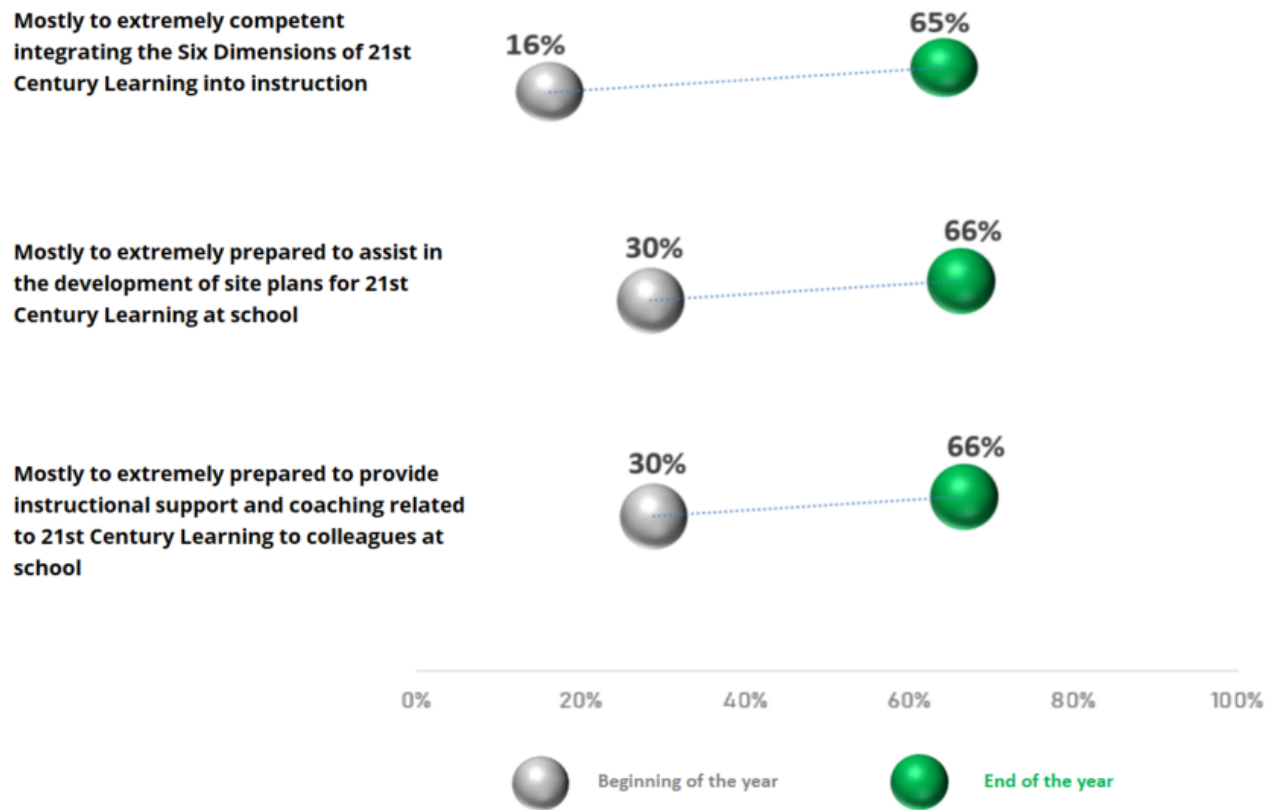


Figure 4 also shows large increases in first-year participants' Level of Competence to integrate, 16% to 65%; Level of Preparedness to develop site plans, 30% to 66%; and, Level of Ability to provide instructional support and coaching, 30% to 66%, in the Six Dimensions of 21st Century Learning.

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Figure 4. SY 2020 Pre-Post survey results for first-year participants in Level of Competence, Level of Preparedness, and Level of Ability in the Six Dimensions of 21st Century Learning, (N=44 Fall, N=32 Spring).



II. 21st Century Learning End-of-Year Survey

Participants in all SY 2020 21st Century Learning courses were sent an end-of-year online survey in June 2020 to obtain feedback on their course experiences. The survey administration also included all participants in the Microsoft Teams/Tools course, which was an independent online training course. A total of 843 surveys were administered, with 219 responding (26% response rate). This included 63% from elementary schools, 23% from middle schools, and 15% from high schools. Additionally, 86% were teachers, and 14% were administrators. The participants were asked to identify each 21st Century Learning course and/or activity opportunity they had attended. As shown in Figure 5, almost half of all respondents (48%) had participated in the Practitioner Badge program.

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Figure 5. SY 2020 end-of year survey results identifying participation in 21st Century Learning courses/activities, (N=136).

Which of the following 21st Century Online courses did you participate in this year?	
Practitioner Badge	48%
Leaders Network	26%
Camp 21	12%
Leader Badge	9%
Admin Practitioner Badge	6%

Respondents were asked to reflect on how their confidence level for integrating the Six Dimensions of 21st Century Learning into their classroom instruction had changed as a result of the professional development they received. Most of the respondents indicated their confidence level for integrating the Six Dimensions of 21st Century learning into daily classroom instruction had increased 28 percentage points, from 43% feeling “mostly” or “extremely” confident to integrate the six dimensions to 71% by the end of the school year (N =109) .

Respondents were asked to identify the Six Dimensions of 21st Century Learning that were a primary focus for instruction in SY 2020. As shown in Figure 6, Collaboration was most frequent identified (79%), followed by Skilled communication (47%), Self-Regulation (40%), Knowledge Construction (36%), and Real-World Problem Solving and Innovation (36%).

Figure 6. SY 2020 end-of year survey results identifying which of the Six Dimensions of 21st Century Learning were a primary focus of instruction (N=118).

21st Century Dimensions	
Collaboration	79%
Skilled Communication	47%
Self-Regulation	40%
Knowledge Construction	36%
Real-World Problem Solving and Innovation	36%

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The teacher participants were asked to what extent they used a digital learning platform with students and results included: Not at all=6%, Some=21%, A Moderate Amount=28%, Quite a Bit=23%, and A Great Deal=22%, (N=109).

The teacher participants were also asked the amount of time in which they used Microsoft Teams and/or Class Notebook with students and results included: Not at all=25%, Some=21%, A Moderate Amount=19%, Quite a Bit=15%, and A Great Deal=21%, (N=107).

All teacher participants were asked to share a story about their experiences applying what they learned from the 21st Century Learning professional development activities to their work included the following responses (N=53):

"The 21st Century training has given me an ability to increase the level at which my students learn. As I am planning each lesson, I review my objectives to see where I can elevate and implement the six dimensions. I feel it has made me a better teacher and I also feel I can plan my lessons to allow the students to go deeper with their understanding of concepts."

"The six dimensions helped me to rethink and plan using the 21st century learning objectives. It definitely refocused my teaching on adding rigor."

"I'm so fortunate to have gotten into the leaders network this year as the skills I learned were instrumental for distance learning."

III. Conclusions

Results from participant surveys reflect the success of the 21st Century Learning professional development programs. However, due to the COVID-19 pandemic school closures, only two of the three objectives can be reported upon, and data logs for planned Classroom Observations were not available for the SY 2020.

1. *By the end of SY 2019-2020, at least 180 teachers and administrators will complete one or more of the 21st Century Educator Badge Courses.*

- **Objective Met:** Approximately 213 teachers and administrators completed at least one 21st Century Educator Badge Course.

2. *By the end of SY 2019-2020, at least 122 teachers and administrators will develop leadership capacity for supporting their schools in 21st Century Competencies and*

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Digital Learning Tools.

- **Objective Met:** Approximately 133 teachers and administrators reported that the Leaders Network, Leader Badge, and Administrator Practitioner Badge programs positively impacted their ability to design and deliver 21st Century instruction.
3. *By the end of SY 2019-2020, 80% of certified staff will be trained in Microsoft Platform Teams and Integrated Tools for teaching and learning using a digital learning platform.*
- **Unable to Report:** Many of the 21st Century training courses scheduled for spring were cancelled due to the COVID-19 pandemic and school closures resulting in a lower number of participants overall.

WCSD Title II - Alternative Route to Licensure Evaluation Bulletin 2020

The primary vision of the Alternative Route to Licensure (ARL) in the Washoe County School District (WCSD) is to diversify the pipeline of teacher candidates in hard to fill instructional areas including elementary, special education, secondary math and science, foreign language, early childhood education, and music. ARL teacher candidates¹ often seek opportunities to work with low income and minority students, likewise students benefit from the diversity of experience and background ARL teachers bring to the classroom. Led by a Teacher on Special Assignment (TOSA), there are four strategies for ARL support within the prerequisite (pre-hire) phase of teacher preparation in the WCSD:

1. Recruit, screen, and select ARL participants.
2. Coordinate pre-service coursework, referred to as “Boot Camp” that is aligned to the Nevada Academic Content Standards.
3. Facilitate internship placements of ARL candidates with lead teachers who can assist in increasing their effectiveness.
4. In partnership with school administrators, observe ARL candidates and evaluate their eligibility for hire at the end of the pre-service process.

The goal of ARL-TOSA support is to *increase the quantity, diversity, and effectiveness of teachers* through the ARL initiative. In SY 2019-20, 55 participants completed ARL, increasing the total number of teacher candidates who have completed ARL since 2015 to 244. Shown in Table 1, the largest proportion, 41%, focused their preparation on generalist instruction for kindergarten through grade 8. One-fifth of the candidates focused their preparation within special education areas.

Table 1. Number and Percent of WCSD ARL Candidates by Teacher Preparation Area from 2015 through 2020.

Focus Area	Number	Percent
Early Childhood	6	2%
Early Childhood Special Education	6	2%
Elementary, Kinder - Grade 3	29	12%
Elementary, Kinder - Grade 6	8	3%
Elementary, Grade 4 - Grade 6	14	6%
Elementary Special Education, Kinder - Grade 6	12	5%

¹ In this brief, program participants are referred to as “ARL teacher candidates” or “candidates”.

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Table 1. Number and Percent of WCSD ARL Candidates by Teacher Preparation Area from 2015 through 2020.

Focus Area	Number	Percent
Generalist, Kinder - Grade 8	101	41%
Special Education Autism/Strategies	18	7%
Secondary Special Education	15	6%
Secondary Math, Grade 7 – Grade 12	12	5%
Secondary Physical Science	6	2%
Secondary Biology	7	3%
Spanish	3	1%
Music	3	1%
Focus Area Unknown	4	2%
Total	244	100%

Note. The focus areas listed are broad categories based on notes about candidate intentions at the time of their entry into ARL. These areas do not correspond directly to endorsements or license types secured by candidates after completing the pre-licensure process. Grey rows indicate special education areas.

Program Evaluation

The program evaluation of ARL in the 2019-20 school year focused on the implementation of program activities and program outcomes. This summary describes findings from three sources of data:

1. An implementation checklist to assess completion status of benchmarks.
2. ARL applicant and program data.
3. Teacher performance ratings.

Highlighted Activities

An **ARL Advisory Team** was assembled and met twice in two hour-long virtual meetings in May. Team members included 20 people connected to ARL, including former candidates currently teaching in the WCSD, lead teachers, instructors, and Human Resources staff who oversee teacher recruitment and licensure. The meetings were co-planned by the ARL-TOSA, an ARL Instructor, and two program evaluators from the WCSD's Office of Accountability. The purpose of the advisory team was to involve primary stakeholders in the continuous improvement cycle of ARL. In the meetings, ARL team members:

- Discussed best practices and strategies for preparing teachers in alternative

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programs, and essential knowledge, the “must-knows”, of first-year teachers;

- Reflected on evaluation findings and strategized ways to maximize program strengths and overcome challenges; and
- Provided suggestions about how to calibrate ARL instructor and lead teacher roles, work activities, and expectations within ARL.

Two prevailing suggestions offered by the ARL Advisory Team were:

1. To identify gaps in preparation, compare the scope and sequence of ARL required course hours to the content knowledge and skills that are deemed as essential to the practice of first year teachers. Then, vet ARL course learning objectives to ensure all essential content is covered. Ensure that any repetition of content is intentional to scaffold and reinforce learning.
2. Facilitate collaboration between lead teachers and ARL instructors to ensure the experiences they provide to candidates are aligned and mutually supportive of candidate learning.

ARL team members asked to continue the advisory team in the future and for meetings to be held at regular intervals throughout the year. Funding for stipends to support the continuation of the ARL Advisory Team is being sought.

Oversight of ARL was reorganized in July 2020. The ARL-TOSA position was eliminated due to funding reductions and a need to streamline the candidate teacher pipeline. ARL is now led by Human Resources staff who oversee traditional teacher licensure and internship placements. The restructure of leadership and coordination of ARL promises to build consistency of practice and expectations of learning for teachers hired through WCSD’s ARL program and those from other preparation programs.

Other important ARL activities included:

- **Informational sessions** were provided once a month throughout the school year and summer to recruit and answer questions about ARL. Attendance ranged from 10-30 people.
- **Instructional offerings** were added: Course hours were added to the special education track to include more instruction on co-teaching and inclusive practice. A class focused on English Language Arts was also added.

Challenges to Implementation

School closures and the transition to distance learning in the last quarter of the school year was a challenge for ARL instructors, lead teachers, and candidates as they had to

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quickly adapt to new learning models. This required ARL instructors to adjust instructional approaches so candidates could fulfill course requirements. Although a challenge, anecdotal evidence suggests the relationships candidates had established with instructors and lead teachers, prior to the move to distance learning, lessened the impact of the disruption.

Recruitment of ARL candidates was a growing challenge. Attendance at the informational sessions had waned and there was increased reliance on the ARL's website for information. New methods of outreach to potential candidates is highly recommended. Another barrier that was identified showed that many potential candidates who are interested in ARL often do not meet the minimum requirements to apply. According to the ARL-TOSA, many teacher aides and assistants in the WCSD expressed interest in ARL, but are not able to apply because they do not have the requisite Bachelor's degree. Collaboration with the University of Nevada, Reno, and Truckee Meadows Community College to provide opportunities for staff to obtain a Bachelor degree will be explored to address this barrier.

Conclusions

Four objectives were established to monitor progress toward meeting ARL program goals. The first two objectives are focused on ARL objectives, while objectives three and four are focused on ARL educator effectiveness and student achievement goals.

1. *The proportion of ARL teachers who achieve Effective or Highly Effective evaluation ratings across WCSD Teacher Performance Standards in their first year of teaching will equal or surpass teachers hired from non-WCSD ARL preparation programs.*

- **Objective Not Met:** Most (93%, 40 of 43) ARL teachers in their first year of teaching in SY 2019-20 achieved an overall performance rating of Effective or Highly Effective; however, a slightly larger proportion of non-WCSD ARL teachers earned Effective or Highly Effective ratings (94%, 260 of 277).

Note: Many teacher observations for performance ratings were completed over Zoom because of the transition to distance learning at the end of the school year. As such, the comparison of teacher evaluations in 2019-20 to those completed in other school years should be assessed with caution.

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2. *The proportion of male and ethnically diverse ARL candidates will exceed the proportion of male and ethnically diverse WCSD teaching staff.*
 - **Objective met:** ARL candidates were more ethnically and gender diverse than the overall WCSD teaching staff.
 - 23% of ARL candidates in the 2019-20 cohort were ethnically diverse, compared to 10% of overall District teaching staff.
 - 21% of ARL candidates in the 2019-20 cohort were male, which is the same proportion of male teachers in the overall teacher population.
3. *By the end of school year 2019-20, at least 85% of second-year teachers hired through WCSD's ARL will be Effective or higher in their annual Student Learning Goal.*
 - **Goal Met:** Nearly all (47 of 48) ARL teachers were Effective or Highly Effective in their annual students learning goal.
4. *By the end of SY 2019-20, at least 70% of students in a classroom with a teacher licensed through ARL will have met their Student Learning Goal.*
 - **Unable to report:** Due to COVID-19 pandemic school closures in the spring 2020, spring administration of Measures of Academic Progress (MAP and Smarter Balanced Assessment Consortium (SBAC) testing did not occur. Therefore, data are not available to determine if student learning goals based on MAP or SBAC assessments were met.

WCSD Title II - Advancement Via Individual Determination (AVID) Evaluation Bulletin 2020

The primary vision of Advancement Via Individual Determination (AVID) is to improve school-wide academics and performance. AVID is a college-readiness system designed to accelerate student learning, which in turn can increase the number of students who enroll in college. The primary goals of AVID are:

1. Increase teacher ability to provide instruction aligned to WICOR curriculum – Writing, Inquiry, Collaboration, Organization, and Reading.
2. Increase student engagement in learning.
3. Increase learning and academic performance among all students, with particular focus on those who are learning English, students in poverty, students with disabilities, and first generation college-bound students.

Schools Implementing AVID

In the Washoe County School District (WCSD), there were **14 schools** participating in AVID in the 2019-20 school year. Four of these schools were in a planning year and will begin full implementation in the 2020-21 school year, these include Mitchell Elementary School, Greenbrae Elementary School, Kate Smith Elementary School, and Academy of Arts, Careers and Technology. All schools in the Sparks High School vertical, except for one, participate in AVID.

Table 1. WCSD AVID Implementing Schools by School Level and Year of Initial Training

Elementary	Middle	High
<ul style="list-style-type: none">Lincoln Park (2017-18)Mount Rose (2017-18)Risley (2018-19)Maxwell (2018-19) <ul style="list-style-type: none">Drake (2018-19)¹Mitchell (2019-20)²Greenbrae (2019-20)²Kate Smith (2019-20)²	<ul style="list-style-type: none">Incline (2014-15)Sparks (2014-15)²Dilworth (2015-16)	<ul style="list-style-type: none">Incline (2014-15)Sparks (2014-15)Academy of Arts, Careers & Technology (2019-20)²
<p>¹Drake ES staff were trained in AVID in 2018-19, but did not implement because conditions were not conducive.</p> <p>²Planning year in 2019-20. Schools will implement AVID in school year 2020-21.</p> <p>Note. AVID at three schools are funded by Title II, which include Maxwell Elementary, Risley Elementary, and Lincoln Park Elementary School.</p>		

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Student Characteristics

Students enrolled in AVID schools differed from the overall WCSD population in several ways. As shown in table 2:

- Larger proportions of Hispanic students were enrolled in AVID elementary schools and AVID electives than were represented in the overall district population.
- White students were underrepresented in AVID schools and electives.
- In middle school, twice as many African American students were enrolled in AVID electives than were represented in the overall population.

Table 2. % Racial Characteristics of AVID Students by School Level, 2019-20

School Level	Number of Students	Race and Ethnicity						
		African Amer.	Native Amer.	Asian	White	Hispanic	Multi-racial	Pacific Islander
AVID Elementary	1812	2%	<1%	3%	27%	60%	5%	2%
WCSD Elementary	30455	3%	1%	4%	44%	40%	7%	1%
AVID Middle	646	4%	1%	3%	21%	66%	4%	2%
WCSD Middle	14160	2%	1%	4%	43%	42%	6%	1%
AVID High	100	2%	1%	4%	18%	69%	4%	2%
WCSD High	19543	3%	1%	5%	44%	41%	6%	1%

Table 3 shows the proportion of students belonging to special populations within AVID schools and the student population district-wide.

- AVID elementary schools housed larger proportions of students who were learning English than represented in the overall elementary school population (29% and 19%, respectively).
- Smaller proportions of students with Individualized Education Plans (IEP) were enrolled in AVID elective courses in middle and high school than were represented in the overall secondary school population.
- Larger proportions of students qualified for free or reduced-priced lunch (FRL) in AVID-implementing schools than were represented in the overall district population.

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Table 3. % Special Population Characteristics of AVID Students by School Level, 2019-20

School Level	Number of Students	Sub-Populations		
		IEP	ELD	FRL
AVID Elementary	1812	14%	29%	83%
WCSD Elementary	30455	16%	19%	59%
AVID Middle	646	8%	11%	96%
WCSD Middle	14160	14%	11%	53%
AVID High	100	2%	11%	50%
WCSD High	19543	12%	12%	39%

Female students outnumbered their male counterparts in AVID schools and in AVID elective courses across all school levels. This over-representation is most pronounced in high school, where 64% of AVID students were female (table 4).

Table 4. % Gender Distribution of AVID Students by School, 2019-20

School Level	Number of Students	Gender	
		Male	Female
AVID Elementary	1812	49%	51%
WCSD Elementary	30455	52%	48%
AVID Middle	646	48%	52%
WCSD Middle	14160	52%	48%
AVID High	100	36%	64%
WCSD High	19543	51%	49%

Program Evaluation

The program evaluation of AVID in the 2019-20 school year focused on the implementation of program activities and program outcomes. This summary describes findings from three sources of data:

1. An implementation checklist to assess completion status of benchmarks.
2. School enrollment and AVID course data.
3. Winter Measures of Academic Progress (MAP) interim assessment data for English Language Arts (ELA) and mathematics.

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Highlighted Events and Activities

The AVID program coordinator worked with **middle and high school counselors** to increase awareness of the value of enrolling students in AVID electives throughout their middle and high school years. Each consecutive year of enrollment in an elective is intended to build off the prior year's experience. As such, a focus of AVID implementation is ensuring students are exposed to AVID curriculum as they matriculate from one grade level to the next.

Tutors from the University of Nevada, Reno and Truckee Meadows Community College visited middle and high school elective courses twice a week to support student learning needs. In addition to supporting learning, this cross-generational component was intended to inspire younger students to see themselves as college students. One challenge to this component was finding tutors who could commit to a schedule, thus inhibiting their consistent use across schools.

A **College Fair** was held on February 24, 2020. The event was hosted by the AVID Center and transportation was paid for by the Latino College Foundation. Transportation was provided to all WCSD high school students.

A two-day **AVID Summer Institute** was held in Reno in August 2020 that focused on three strands designed to meet the learning needs of teachers based on their level of familiarity and practice of AVID strategies. The professional learning event was open to all teachers in WCSD.

Other AVID events held in 2019-20 included:

- AVID Showcase Days held at Risley Elementary School on October 16, 2019 and Lincoln Park Elementary School on March 4, 2020.
- 1-day workshop for AVID elective teachers on October 23, 2019.
- AVID Family Night held at Mount Rose Elementary School on November 3, 2019.

Challenges to Implementation

Teacher turnover is an ongoing challenge to AVID programming because new teachers must learn AVID concepts and practices prior to the start of the school year. Although this

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is a challenge, schools commit to providing the supports for new teachers to learn AVID curriculum and strategies, often using a train-the trainer model and pairing novice teachers with veteran teachers. The AVID coordinator also provided coaching and support to schools when needed.

AVID is costly, ranging between \$3,000 and \$4,000 a year per school for training, membership fees, professional learning, consultation, and curriculum. The cost is prohibitive for some schools and may pose a threat to scale-up efforts. The AVID program operates on grant funding primarily from the EL Cord Foundation, Title I, and Title II budgets and receives the same amount of general funding as it did in 2014-15 when AVID operated in just three schools. An internal cost-benefit analysis underway to assess AVID's value to teacher and student outcomes.

Conclusions

Six objectives were established to monitor progress toward meeting AVID program goals. The first three goals are based on overall AVID objectives, while goals four through six are focused on AVID educator effectiveness and student achievement goals.

1. *There will be an annual increase in middle school AVID elective course enrollment.*

- **Objective Met:** The number of students in middle school enrolled in AVID elective courses more than doubled from the year prior, from 303 students in 2018-19 to 646 students in 2019-20. Additionally, the percentage of students enrolled in AVID elective courses at AVID middle schools grew from 18% to 37% over the same two years. The increase is attributed to an expansion of AVID elective courses at Dilworth Middle School, where 61% (N=458) of the students enrolled in an AVID course elective compared to just 21% the year prior.

2. *Students participating in AVID electives will show stronger attendance than non-AVID elective course takers within the same school.*

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- **Objective met:** Larger proportions of AVID elective course takers in middle and high school attended school more than 90% of school days than did students enrolled in the same school who were not enrolled in an AVID elective course. Figure 1 shows the percentage of students who were absent:

- In middle school, 14% of AVID elective course-takers missed 10% or more school days compared to 18% of non-AVID elective students.
- In high school, 12% of AVID elective course-takers were absent 10% or more school days compared to 18% of non-AVID elective students.

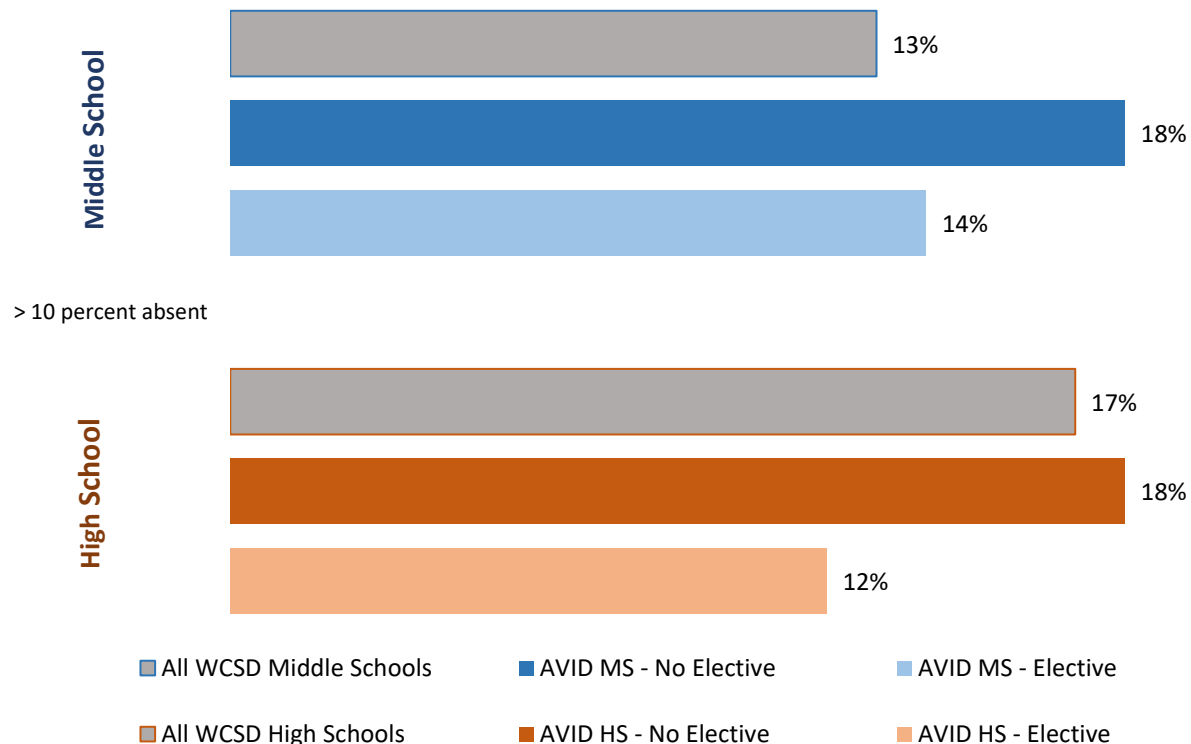


Figure 1. 2019-20 Percent of Middle and High School AVID and Non-AVID Elective Course-Takers Who Missed 10% or More School Days.

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3. *There will be an increase in MAP scores among students participating in AVID from winter to spring.*

- **Unable to report:** Spring MAP assessments were not administered due to mandatory school closures in response to the COVID-19 pandemic. As a consequence, change in MAP scores from winter to spring is not reported.

Figure 2 shows a comparison of winter MAP scale scores among students enrolled in an AVID elective course to students who did not take an AVID elective within the same school.

- Students enrolled in an AVID elective in the 7th-grade earned 6 points more on the Mathematics subject area compared to their non-AVID peers.
- On average, students in the 7th- and 8th-grades who enrolled in AVID electives earned 2 points more in ELA than did their non-AVID peers.

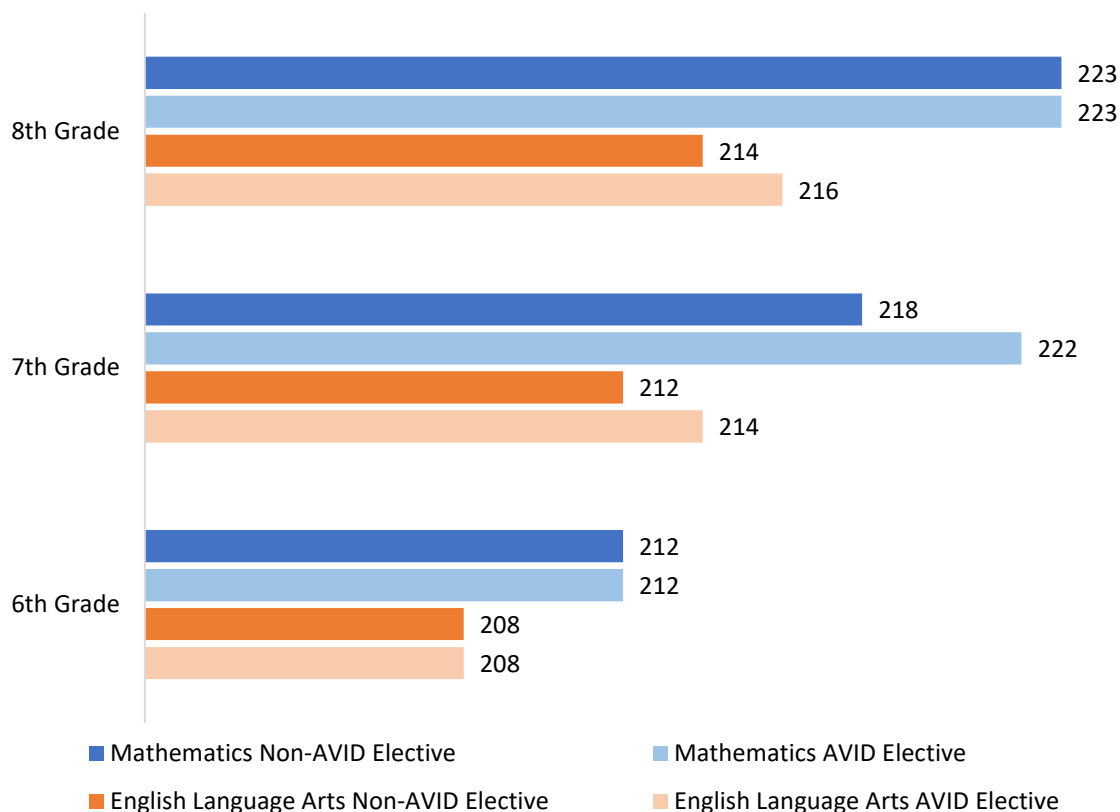


Figure 2. 2019-20 Winter MAP Average Scale Scores in Mathematics and English Language Arts of Middle School AVID and Non-AVID Elective Course-Takers by Grade Level.

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Year-over-year comparison of winter MAP scores show mostly declines in average scale scores across grade levels in AVID-implementing schools. The WCSD overall also saw some decline in average scale scores for ELA and Mathematics; however, as shown in Tables 5-8, the decreases were not as large.

Table 5. Average Winter MAP English Language Arts Scores by Grade Level at AVID and District Elementary Schools in 2018-19 and 2019-20.

School Level	Average Winter MAP Score by Grade Level					
	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
AVID Elementary 2018-19	164	176	188	200	203	211
District Elementary 2018-19	167	179	192	201	207	213
AVID Elementary 2019-20	163	174	187	196	204	208
District Elementary 2019-20	167	178	192	201	208	212
AVID School Difference	-1	-2	-1	-4	+1	-3
WCSD Difference	0	-1	0	0	+1	-1

Table 6. Average Winter MAP English Language Arts Scores by Grade Level at AVID and District Middle Schools in 2018-19 and 2019-20.

School Level	Average Winter MAP Score by Grade Level		
	6 th Grade	7 th Grade	8 th Grade
AVID Middle 2018-19	213	216	225
District Middle 2018-19	218	223	228
AVID Middle 2019-20	208	213	215
District Middle 2019-20	212	216	219
AVID School Difference	-5	-3	-10
WCSD Difference	-6	-7	-9

Table 7. Average Winter MAP Mathematics Scores by Grade Level at AVID and District Elementary Schools in 2018-19 and 2019-20.

School Level	Average Winter MAP Score by Grade Level					
	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
AVID Elementary 2018-19	168	179	191	202	209	216
District Elementary 2018-19	171	181	194	204	212	218
AVID Elementary 2019-20	166	177	189	198	208	212
District Elementary 2019-20	170	181	194	204	213	217
AVID School Difference	-2	-2	-2	-4	-1	-4
WCSD Difference	-1	0	0	0	+1	-1

WCSD Title II - Advancement Via Individual Determination (AVID) Evaluation Bulletin 2020

Table 8. Average Winter MAP Mathematics Scores by Grade Level at AVID and District Middle Schools in 2018-19 and 2019-20.

School Level	Average Winter MAP Score by Grade Level		
	6 th Grade	7 th Grade	8 th Grade
AVID Middle 2018-19	213	216	225
District Middle 2018-19	218	223	228
AVID Middle 2019-20	212	219	223
District Middle 2019-20	217	224	227
AVID School Difference	-1	+3	-2
WCSD Difference	-1	+1	-1

4. *At least 90% of teachers who participate in ongoing AVID training will receive an effective or highly effective evaluation during school year 2019-20.*

- **Goal Met:** 99% of teachers at AVID trained schools received an Effective or Highly Effective rating on their teacher evaluation.

5. *By the end of school year 2019-20, Lincoln Park Elementary School, Maxwell Elementary School, and Risley Elementary School will move at least 10% of the 3rd-grade AVID students from Average (41st-60th percentile band) to High Average (61st-80th percentile band) from fall to spring, as measured by the 2019-2020 MAP assessments in ELA and Mathematics.*

- **Unable to report:** Spring MAP assessments were not administered due to mandatory school closures resulting from the COVID-19 pandemic. A comparison of AVID elective course-takers to students who did not take an AVID elective show higher scores for those who took the the elective. However, whole school year-over-year winter MAP ELA and Mathematic scores show declines in scale scores, see Objective 3.

WCSD Title II - Advancement Via Individual Determination (AVID) Evaluation Bulletin 2020

6. *By the end of school year 2019-20, Lincoln Park Elementary School, Maxwell Elementary School, and Risley Elementary School will increase the number of AVID students who perform At or Above Standard (Level 3), as measured by the 2019-20 SBAC assessments, by at least 10% in grades 4 and 5 in ELA and Mathematics.*
- **Unable to report:** Smarter Balanced Assessment Consortium (SBAC) assessments were not administered due to the mandatory school closures resulting from the COVID-19 pandemic. Therefore, data are not available to determine if objectives were met.

WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

The Washoe County School District (WCSD) Induction and Mentoring Program is designed to increase the performance and retention of teachers in the following programs: (1) novice teachers, (2) Alternative Route to Licensure (ARL) teachers, and (3) underperforming teachers enrolled in the Peer Assistance and Review (PAR) program.

During the 2019-2020 school year, the WCSD assigned nine special education Consulting Teachers (CT) to support approximately 195 teacher-clients in 76 schools throughout the District, one of which was funded through Title II. The mission of the CT is to provide high-quality instruction for students by ensuring the success and continuing growth of teachers, especially novice teachers, those graduating from the Alternative Route to Licensure program, and teachers in the Peer Assistance and Review program. The role of the CT is to support these teacher-clients through goal-setting and reflection, provide assistance in student data analyses, and provide resources that align to teacher and student needs.

**9 Consulting
Teachers
supported 195
teachers in WCSD**

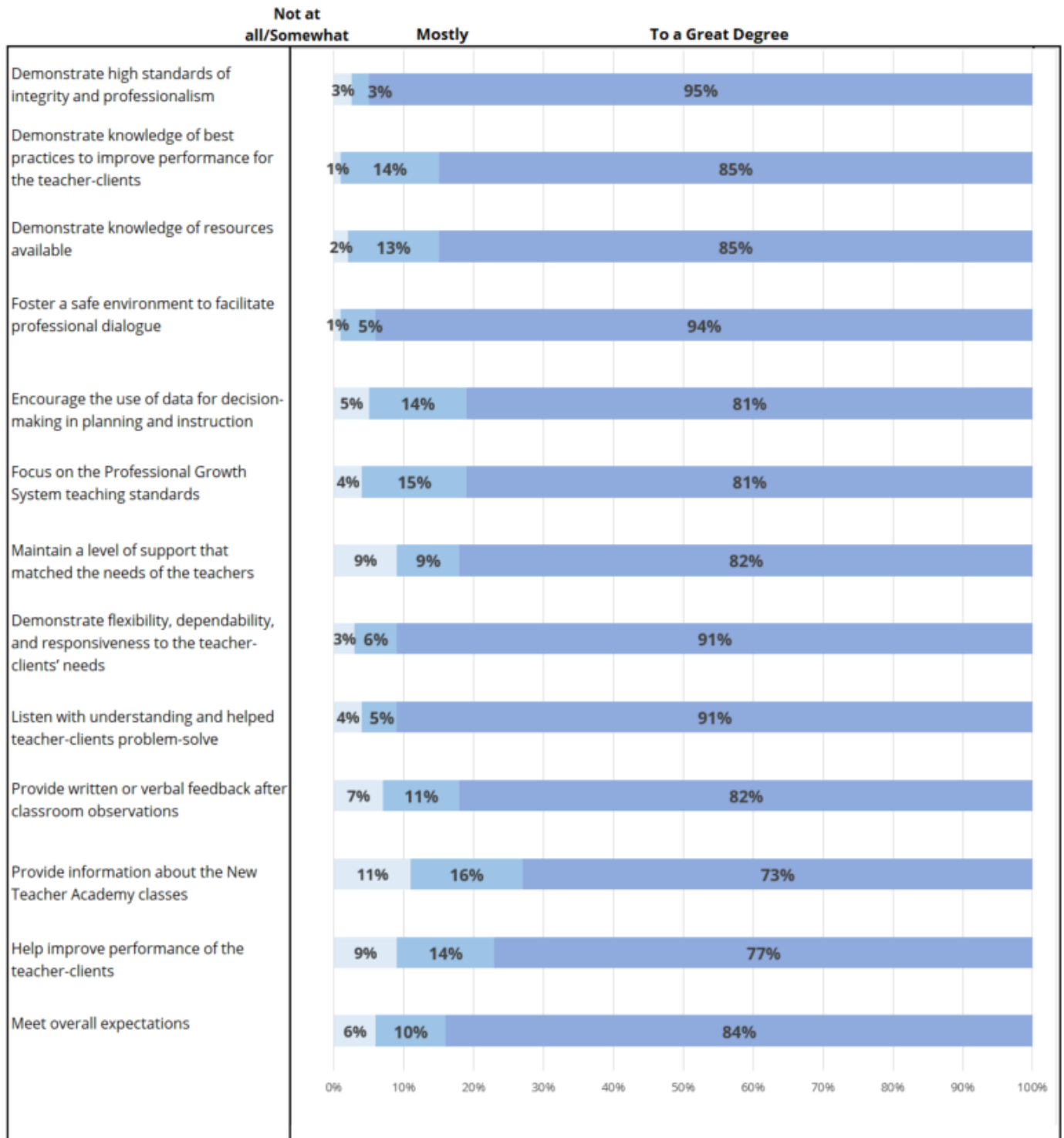
Evaluation of the Consulting Teachers included satisfaction surveys administered to teacher-clients, site administrators, mentors and facilitators, and effectiveness ratings for the teacher-clients served.

I. Teacher-Client Survey Results

In March 2020, an online survey was administered to WCSD teacher-clients to evaluate the quality of support they received from their Consulting Teacher. (Note: Although only CT was supported through Title II funding, survey results for all nine CTs are shown to ensure confidentiality.) Figure 1 summarizes the results of the teacher-client survey for all Consulting Teachers (N=9). The respondents (N=82) included 78% first-year teachers, 10% second-year teachers, 6% veteran teachers and 6% "Other" teachers (i.e. PAR, first year in the district, returning teacher). The majority of the survey respondents, 84%, indicated their Consulting Teacher met their overall expectations.

WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

Figure 1. WCSD Consulting Teachers—Teacher-Client Survey Results, SY 2020.



The Teacher-Client survey also included open-ended question that allowed respondents to comment on their experience with their CT:

WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

"She [Consulting Teacher] was always available when needed and answered questions promptly and thoroughly. I appreciated and enjoyed getting to work with her during my first year of teaching."

"She [Consulting Teacher] has helped me raise the level of my teaching from a nervous, inexperienced classroom leader to a confident, knowledgeable teacher. Her feedback is always spot on and timely. She has made arrangements for me to observe other teachers, she has helped me with classroom management issues, and she has become a great source of support."

"Very knowledgeable of best practices and resources and very supportive of individual needs as a 1st year teacher."

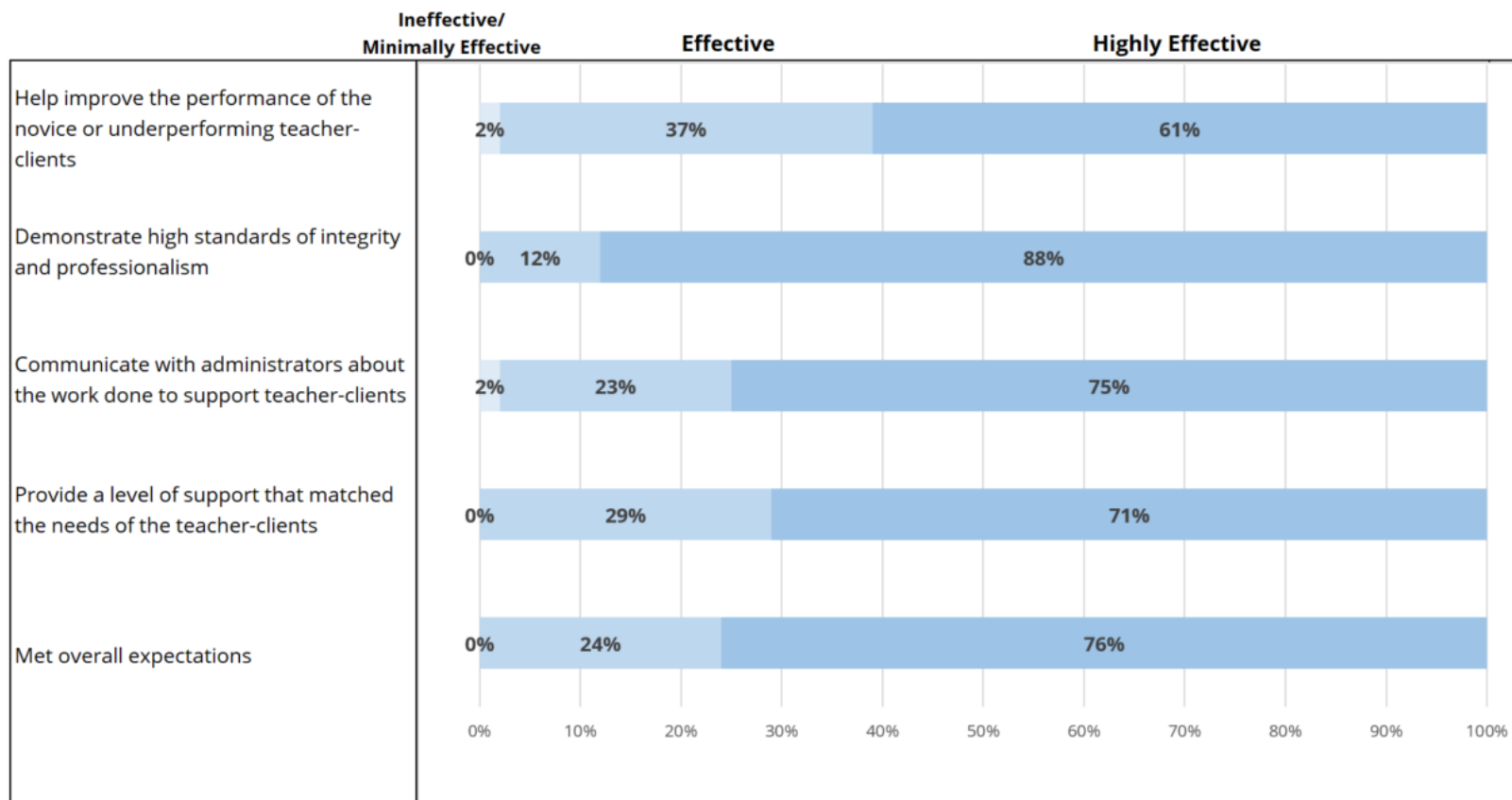
II. Administrator Survey Results

In April 2020, 111 online surveys were administered to school administrators to rate the effectiveness of the CT support provided to the teacher-clients at their site. Ninety-two responses were received (83% response rate). As shown in Figure 2, the majority of respondents (98-100%) felt their CT was Effective/Highly Effective for all five categories in the survey:

1. Help improve the performance of the novice or underperforming teacher-clients—98%
2. Demonstrate high standards of integrity and professionalism—100%
3. Communicate with administrators about the work done to support teacher-clients—98%
4. Provide a level of support that matched the needs of the teacher-clients—100%
5. Met overall expectations—100%

WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

Figure 2. WCSD Consulting Teachers—Administrator Survey Results



WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

Administrators also provided open-ended feedback about CTs, the vast majority of which was positive:

"She [Consulting Teacher] is incredibly responsive to the needs of our young teachers. She will do anything to help them improve and communicates regularly with administration supporting the school vision."

"She [Consulting Teacher] is extremely professional and knowledgeable about curriculum and classroom management. She is a clear communicator and was able to assist our novice teachers in finding ways to develop their skills and work through issues they encountered with grace. She was always available to our teachers and did a fantastic job of communicating with me and making sure that any concerns that admin had were addressed to the best of her ability."

III. First-Year Teacher Evaluation Results

First-year evaluation ratings (N=163) for novice and ARL teachers were reviewed for teacher-clients that were supported by a Consulting Teacher during the SY 2020. As shown in Figure 3, 88% (N=143) of teachers-clients were rated as Effective/Highly Effective, and 12% (N=20) were rated as Ineffective/Developing.

Figure 3. First-year teacher-client effectiveness ratings, SY 2020.

Ineffective	Developing	Effective	Highly Effective
1%	11%	85%	3%

IV. Conclusions

A summary of the School Improvement measurable objectives and results are as follows:

1. Achieve first year evaluation ratings for novice and ARL teachers at the Effective level or higher for 85% of teachers supported by a Consulting Teacher.

WCSD Title II - Consulting Teachers Evaluation Bulletin 2020

- **Objective Met:** 88% of the first-year evaluation of novice teacher-clients supported by a Consulting Teacher received a first-year rating of *Effective* or *Highly Effective*.
2. Special Education student achievement rates of mentored Special Education Teachers' students will increase by 3%.
- Due to the COVID-19 pandemic school closures, Smarter Balanced Assessment Consortium (SBAC) testing did not occur during SY 2020. Data from the SBAC-ELA and SBAC-Math Student Growth Percentile (SGP) for IEP students was not available for comparison with data from SY 2019.

The primary goal of the Washoe County School District Department of English Language (EL) Development is to ensure rigorous and high quality language instruction is provided to pupils who are learners of English while maintaining and encouraging strong connections to home language and culture. The Title II EL programming consisted of multiple professional development and intervention support strategies targeting English Learners. For the 2019-2020 school year, strategies included the Guided Language Acquisition Design (GLAD) professional development two and five day sessions focused on theory, research and demonstration. A GLAD refresher course was also offered in the second half of the school year.

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

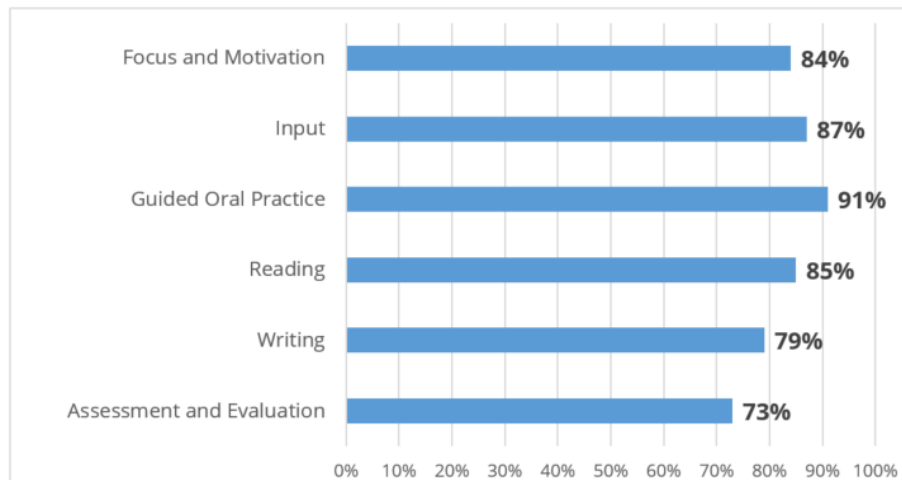
During the 2019-20 school year, there were a total of 81 participants that attended the GLAD two day professional development sessions, 72 of whom were teachers within WCSD. Almost all (80) of the participants completed an exit survey. The participants represented 35 different school sites with an average of eight years teaching experience, 30% percent of whom were endorsed ESL instructors.

117 Teachers
participated in GLAD
professional
development sessions in
2019-20

Exit surveys from the 2-Day GLAD training were largely positive, with most participants indicating the trainings were useful and that they were likely to implement the strategies into their classroom practice. For example, participants were first asked to report on which of six key components of GLAD they were likely to incorporate into their practice. Respondents indicated they were most likely to use Guided Oral Practice (91%), and were least likely to use the Assessment and Evaluation strategies (73%); Figure 1)

Figure 1

The participants were asked which of these six components of GLAD they would incorporate into their instructional practice. Between 73% - 91% of participants plan to implement the GLAD components mostly, completely or already practiced them.



Two activities of the GLAD Framework specifically promote cross-cultural respect and sensitivity: 1) the Three Personal Standards (show respect, make good decisions and solve problems) and 2) the T-Graph for social skills and team points. Approximately 88% of survey respondents indicated they were mostly or completely likely to implement these activities into their instructional practice. The Wiggins and McTighe's backward planning model comprises a large component of the GLAD Framework. In reference to this model, survey participants were asked to indicate the extent to which they understood the concept and purpose of each of the four model strategies (Figure 2) as well as the extent to which they felt that additional professional development was needed in order to implement each strategy into their instructional practice (Figure 3).

Figure 2

Between 79% - 86% of the participants felt quite a bit to very much competent in their understanding of the purpose and concept of the four GLAD strategies.

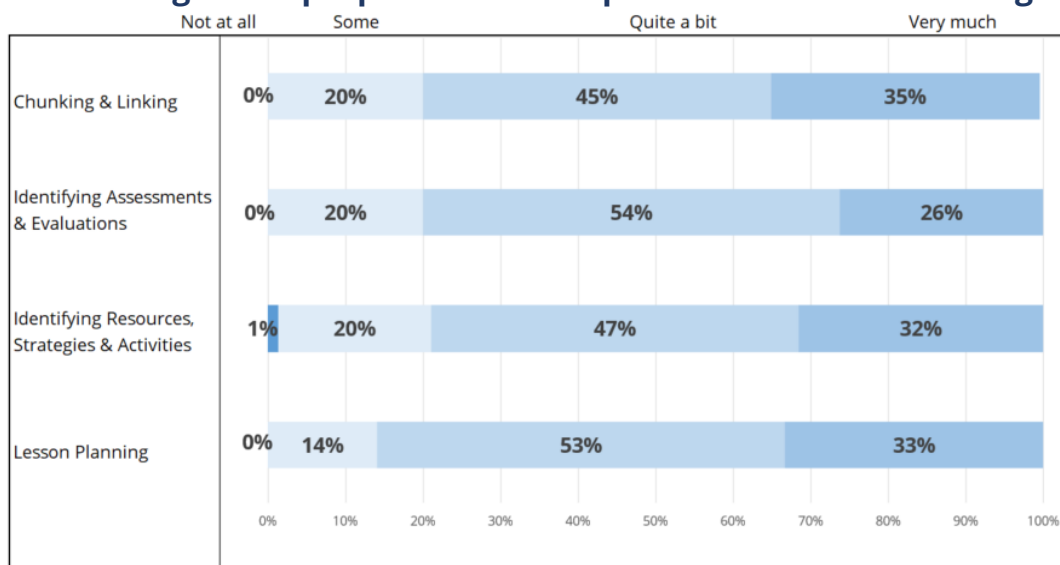
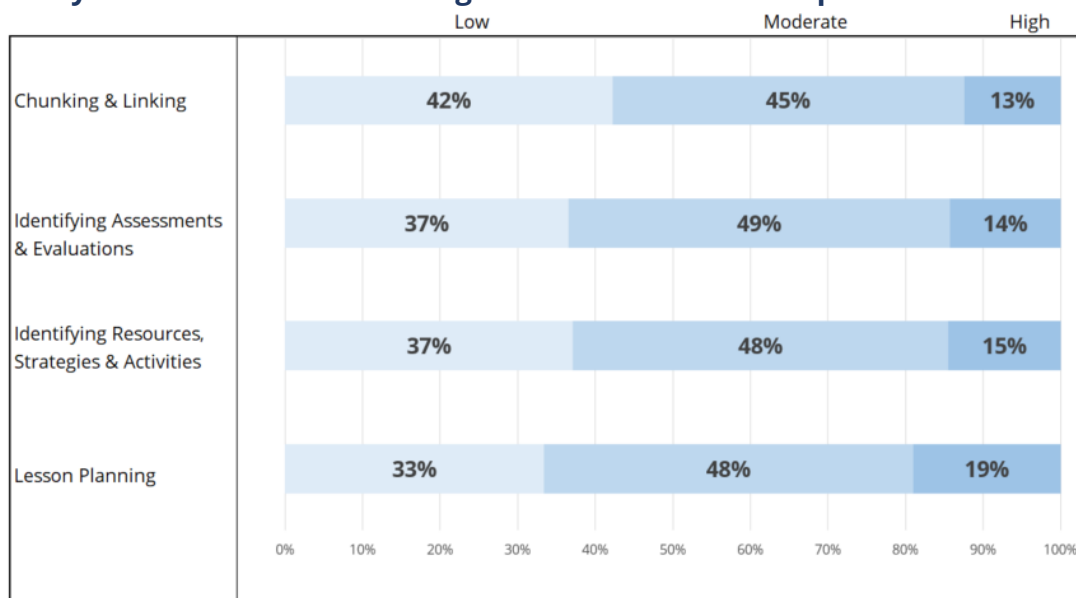


Figure 3

Participants were also asked if they felt additional professional development was needed in order to implement the four GLAD strategies into their instructional practice. Between 58% - 67% felt they needed a moderate to high amount of additional professional development.



The participants were asked to what extent this two day session met their expectations. All of them (100%) stated that it mostly or completely met expectations. Other survey results from the participants of the GLAD two day session include:

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

Participants were asked to provide any other feedback about the course. Nearly all comments received were positive about participants' experience in the GLAD training. Below is an example of some of the feedback staff provided:

"Love the training – fabulous teachers and very relative strategies that I can and will use Monday and going forward. Thank you! – GLAD 2-day participant

"Great Training. Tons of strategies and input. Loved the examples and demonstrations!" – GLAD 2-day participant

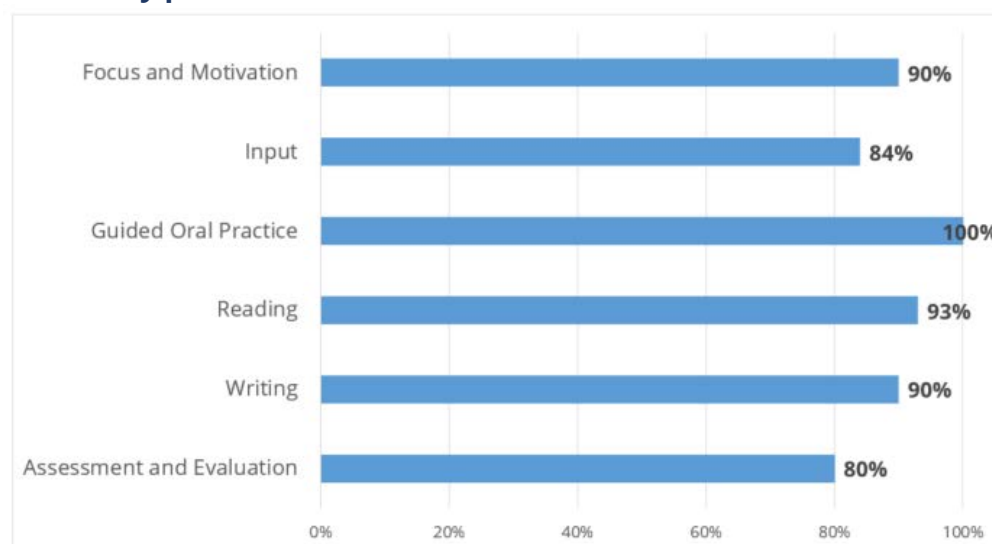
GLAD Professional Development: Demonstration Session (5 day session)

During the 2019-20 school year, there were two separate five-day GLAD professional development sessions. A total of 34 participants attended the two sessions, with 31 completing an exit survey. The participants represented ten different school sites with an average of six years' teaching experience, 27% of whom were endorsed ESL instructors. An analysis of their survey responses showed that all of the respondents planned to implement what they learned in their work within the next 30 days. Also, all of the responding participants (100%) agreed or strongly agreed they had a basic understanding of the components of GLAD and a basic and broad understanding of the nature of GLAD after completing the course.

The survey results indicated that 90% of the participants planned to implement the six GLAD components mostly, completely or already practiced them. Much like the two day session results, the Guided Oral Practice component had the highest percentage of participants (100%) indicating that they would implement into their practice (Figure 4). The Assessment and Evaluation component received the lowest percentage of support at 80%.

Figure 4

Between 80% to 100% of participants plan to implement the six GLAD components mostly, completely or already practiced them.



The participants were asked to indicate the extent to which they understood the concept and purpose of each of the four model strategies (Figure 5) as well as the extent to which they felt additional professional development was needed in order to implement the strategy in their instructional practice (Figure 6).

Figure 5

Between 68% - 87% of the participants felt competent in their understanding of the purpose and concept of the four GLAD strategies quite a bit to very much.

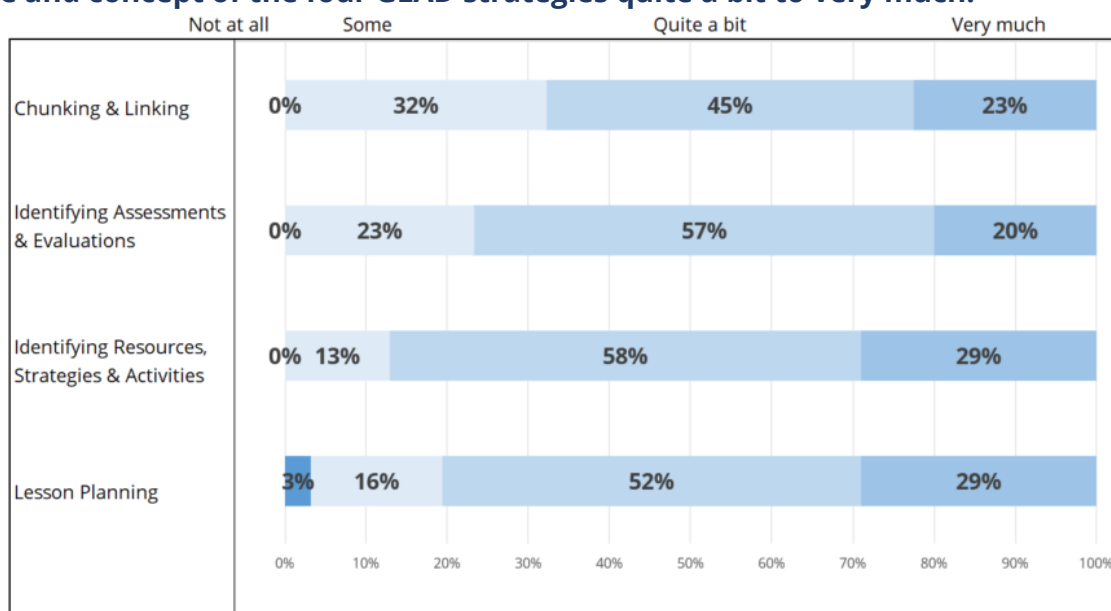
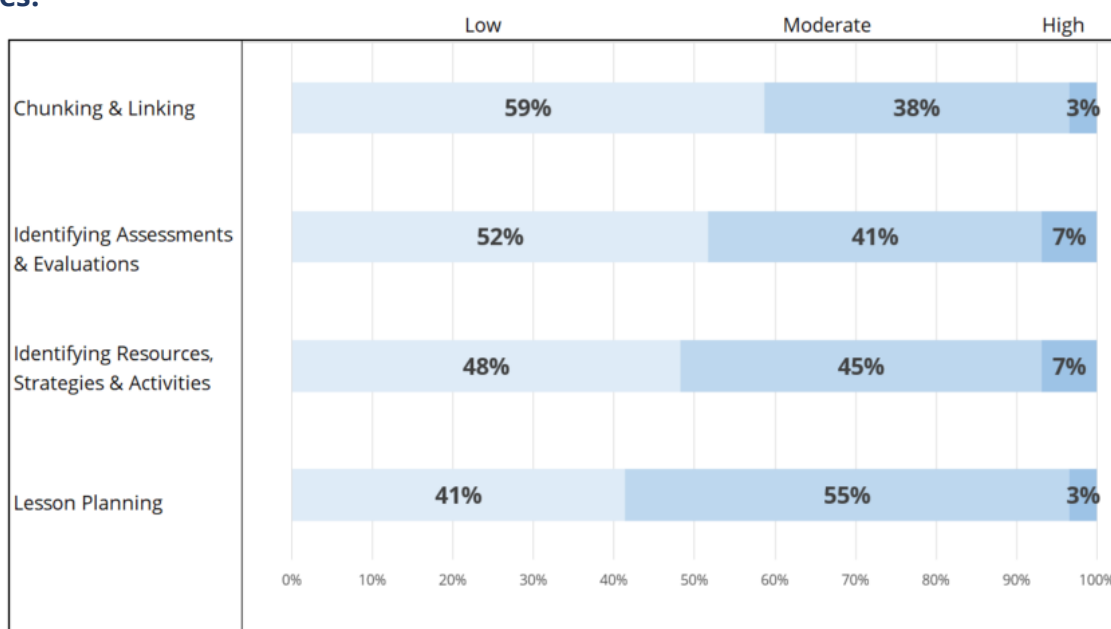


Figure 6

Between 41% to 59% of the respondents reported needing a moderate or high amount of additional professional development related to identifying resources, strategies, & activities.



"Thank you so much. It was great to see how my students reacted to different strategies that I will now use to help those students." – GLAD 5 day participant

GLAD Refresher

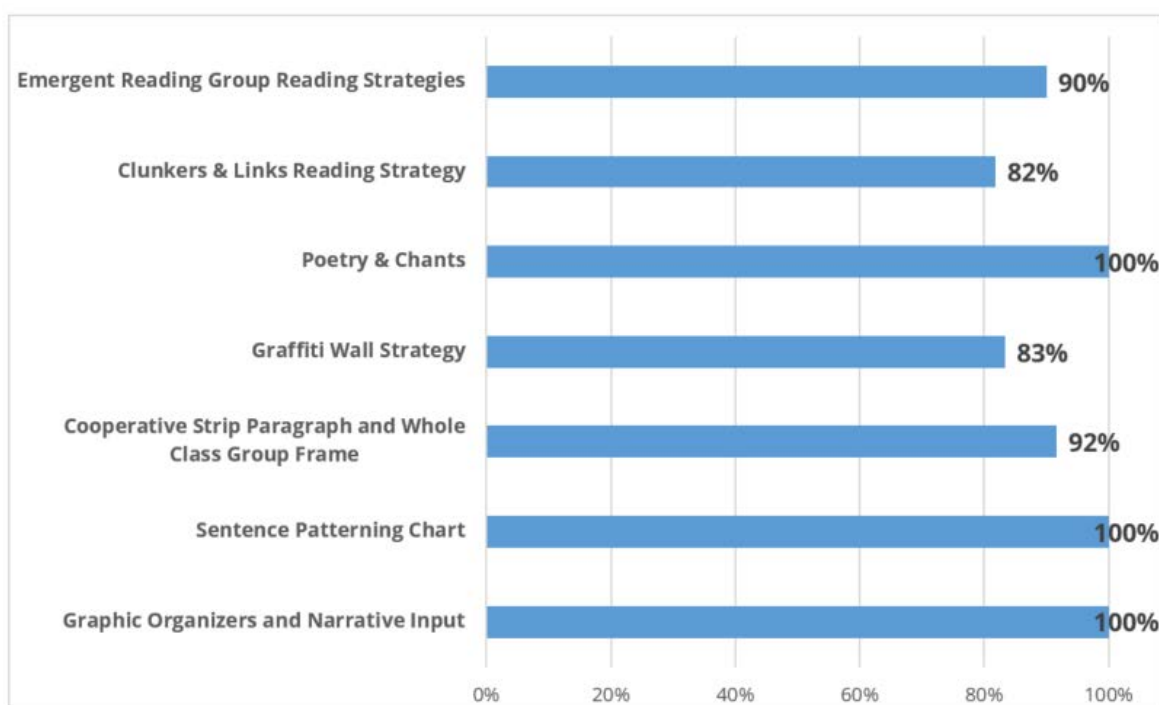
Out of the 15 participants enrolled in the GLAD Refresher demonstration session, twelve of them (80%) completed an exit survey for the evaluation of the session. All of the respondents (100%) reported that the GLAD refresher class had:

- Renewed their excitement for teaching using Guided Language Acquisition Strategies quite a bit or a great deal.
- Deepened their knowledge of backward planning and writing unit targets quite a bit or a great deal.
- Increased their ability to incorporate language strategies with Benchmark and other adopted curriculum quite a bit or a great deal.

The GLAD Refresher participants were also asked to rate how much the GLAD Refresher session had increased their knowledge across multiple GLAD strategies (Figure 7). All of the respondents indicated that their knowledge of key GLAD purposes and procedures had increased quite a bit or a great deal.

Figure 7

82% to 100% of the participants stated that their knowledge about the following purposes and procedures increased quite a bit or a great deal.



Conclusions

Four objectives were established to monitor progress toward meeting program goals. These objectives focus on an increase in Teacher capacity and ELPA proficiency (as measured by the ACCESS exam).

1. *By the end of SY 2019-20, at least 50% of general education teachers who have completed GLAD training will have extensive opportunities to develop GLAD units that assist student to achieve academic success.*
 - **Objective Met:** Between 68% - 87% of the participants felt competent in their understanding of the purpose and concept of the four GLAD strategies quite a bit to very much at the conclusion of the training.
2. *By the end of SY 2019-20, at least 125 teachers will build their capacity in language development to ensure that classroom practices develop language proficiency in listening, speaking, reading, and writing interdependently in all content areas.*
 - **Objective unable to be accomplished:** A total of 117 teachers participated in the GLAD professional development sessions. However, there was another 5 day GLAD training set for May 11-15, which was cancelled due to COVID-19.
3. *The percentage of district students meeting their Adequate Growth Percentile (AGP) on ACCESS will increase by two percentage points.*
 - **Objective Not Met:** Elementary, Middle and High School growth towards English proficiency dropped between the 2018-19 and 2019-20 school year.
 - The percentage of Elementary School students meeting their Adequate Growth Percentile (AGP) decreased from 49% to 45%. The EL exit rates did not change from the year prior, remaining at 13%.
 - Middle School AGP decreased from 22% to 18% and the EL exit rates decreased from 7% to 5%.

- High School AGP decreased from 13% to 10%, while the EL exit rates decreased from 7% to 5%.
4. *Participating dual language schools will increase their AGP on ACCESS by at least two percentage points.*
- **Objective Not Met:** Teachers from two of the dual language schools participated in GLAD trainings. Both schools decreased their AGPs from the 2018-19 to the 2019-20 school year.
 - School 1 AGP decreased from 57% to 30% and the EL exit rates decreased from 21% to 3%.
 - School 2 AGP decreased from 60% to 56%, while the EL exit rates increased from 16% to 29%.

The Washoe County School District's (WCSD) Leadership Development Program's primary goal is to build the capacity of school-based and central office leaders through professional learning and mentoring. The program helps each participant improve their effectiveness as well as encourage the development of their leadership skills.

The evaluation of the Leadership Development Program included an in-depth analysis of exit surveys received from both the WASL and McREL session participants. The Office of Accountability also conducted hour-long virtual focus groups with the WASL participants in the spring to better understand their experience with the program.

32 leaders participated
in WASL professional
development in 2019-20

Washoe Academy of School Leaders (WASL)

The Washoe Academy of School Leaders (WASL) provides professional development, administrative support, and collegial mentoring to aspiring principals to encourage their leadership skill development. The mission of WASL is "to develop a new generation of outstanding, transformational building-level leaders in Washoe County." The academy was comprised of five sessions spread out over the second half of the school year. The 2019-20 school year marks the ninth year of the WASL program. A total of 32 teachers, Teachers on Special Assignment (TOSA), Deans, and Administrators participated in the program this 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

WASL participants were given exit surveys after each of the five sessions about whether the session had met their need for collaboration and strengthened their understanding of leadership responsibilities within WCSD. After all five sessions, 98% of those that responded either agreed or strongly agreed that their needs for collaboration were met and 93% reported that these sessions strengthened their understanding of leadership responsibilities within the context of WCSD. A summary of responses about additional,

WCSD Title II - Leadership Development Evaluation Bulletin 2020

session-specific survey questions is provided in Table 1. Overall, WASL participants responded almost unanimously favorably about their experiences in this professional development series.

Table 1

89-100% of the WASL participants' responses indicated this program strengthened their overall leadership skills.

Session 1	% Agree or Strongly Agree
Strengthened my skills and abilities necessary to lead in public education in a time of rapid reform	100%
Deepened my awareness of core values and beliefs and allowed me to reflect on life experiences that inform the foundation of my approach to leadership	100%
Session 2	% Agree or Strongly Agree
Strengthened my skills and understanding and connections among MTSS, SEL, Trauma Informed Practices, and Behavioral Health	96%
Deepened my awareness of core values and beliefs and allowed me to inform the foundation of my approach to leadership	100%
Session 3	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning communities and their integral role in supporting instructional goals	100%
Deepened my awareness of leading PLCs and their practical application for school performance planning and continuous improvement	95%
Session 4	% Agree or Strongly Agree
Strengthened my skills and understanding about school performance planning and the application of a continuous improvement cycle	95%
Deepened my awareness of accountability measures and their practical application for school performance planning	95%
Session 5	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning and understanding regarding budgets and setting budget priorities	93%
Deepened my awareness of my growth and development as a leader. Specifically, my ability to prioritize initiatives and communicate who I am as a leader	89%

The Office of Accountability staff conducted six, virtual, semi-structured focus groups with the 32 participating Assistant Principals, Deans, Teachers on Special Assignment (TOSAs), and Lead Teachers enrolled in the 2019-20 WASL program in the spring. The staff were divided into Zoom breakout groups based on their position. The focus groups were conducted to identify the primary strengths and weaknesses of the program, as well as opportunities that could help improve the program in the future. A larger report from these focus groups is available upon request, but the following details the key findings from the focus groups.

The participants of WASL unanimously agreed that this program helped improve their approach to leadership. This includes those individuals who also participated in the Nevada Leads program prior to WASL. Those who did attend Nevada Leads believed that though there was some overlap between the two programs, WASL was very beneficial in elaborating on topics not well covered by Nevada Leads such as Multi-Tiered Systems of Support (MTSS). The MTSS portion of the course was specifically identified by all groups as particularly informative and well-facilitated. Across groups, all participants indicated they would recommend WASL to other aspiring leaders within the district. The callout boxes below summarize specific feedback by each participants' role type.

Teacher's Feedback on WASL (N = 13)

Strengths of Program

- MTSS professional learning
- Leadership stories
- 30-60-90 Day Entry Plan

Opportunities for Improvement

- Less overlap with Nevada Leads
- Additional School Performance Plan professional learning

TOSA's Feedback on WASL (N = 3)

Strengths of Program

- Entry Plan overview
- Budget Plans
- MTSS professional learning

Opportunities for Improvement

- A mentor principal component
- More strategic partnerships during activities to enhance collaboration

Administrators' Feedback on WASL (N = 3)

Strengths of Program

- Personality Inventory activity
- Budgeting
- School performance plans
- MTSS professional learning

Opportunities for Improvement

- LEA preparation
- Conducting teacher evaluations
- Improvements to Leadership Story

Deans' Feedback on WASL (N = 13)

Strengths of Program

- MTSS professional learning
- Personality Inventory activity
- School performance plans

Opportunities for Improvement

- Differentiating class discussions and activities by staff positions
- The Leadership Roles activities
- Cover evaluations/legal support

Mid-continent Research on Education and Learning (McREL)

The Mid-continent Research on Education and Learning (McREL) Balanced Leadership is a professional development series offered to assistant principals to help develop the skills and responsibilities needed to lead schools. There were three separate topics presented in the McREL series: Balanced Leadership Overview (September 2019), Developing a Purposeful Community (November 2019), and Managing Change (January 2020). All participants received a survey after each session about the content and usefulness of the session. The results of surveys, which were overwhelmingly positive, are presented below in Table 2.

Table 2

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

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

Conclusions

The results from the WASL and McREL series surveys, as well as the feedback received from the focus groups reflect the overall success of this professional development program. The majority of WASL participants felt the course strengthened their leadership capacity, and all of the participants of the McREL series stated that they planned on applying the skills learned within this course in their instruction. Below is a summary of the program objectives and results.

1. *By the end of SY 2019-20, 80% of the 36 aspiring district leaders who participate and complete WASL in 2019 will enter the pool for assistant principal, principal and dean positions.*
 - **Objective Not Met:** Out of the 36 2019 WASL participants, 25 entered the leadership pool (69%).
2. *By the end of the SY 2019-20, 95% of the WASL participants will report that their experience provided them with strong support in building their leadership skills as*

measured by feedback surveys and program evaluation at the conclusion of the course.

- **Objective Met:** An average of 96% of all the participant's responses indicated the overall program strengthened their leadership skills and overall competence as administrators.
3. *By the end of the SY 2019-20, 95% of all assistant principals and 100% of 2nd year principals will complete all four McRel Balanced Leadership modules.*
- **Objective Met:** One of the McREL courses was cancelled due to COVID-19, so the total number of participants has been impacted. However, prior to school closures, all 32 new assistant principals and 2nd year principals completed the three McRel Balanced Leadership modules that were offered.
4. *By the end of the SY 2019-20, End of Course Surveys will indicate a 90% satisfaction rate with the relevance and applicability of the content presented in the leadership modules/courses.*
- **Objective Met:** 93% of the WASL participants indicated that these sessions strengthened their understanding of leadership responsibilities, while 100% of the McREL series reported that they were satisfied with the overall usefulness and quality of the session's content.

WCSD Title II - Nevada Academic Content Standards Professional Learning Evaluation Bulletin 2020

The Washoe County School District (WCSD) professional learning around the Nevada Academic Content Standards (NVACS) is designed to provide opportunities for teachers to build their capacity for establishing a shared vision of teaching and learning across all schools within the district. These standards help teachers prepare themselves with the knowledge needed to ensure student success in accessing the NVACS. During the SY 2020, three Teachers on Special Assignment (TOSAs) from the Department of Curriculum and Instruction (C&I) provided K-5 math support and coaching to teachers in the district, with one TOSA supported by Title II funding.

The K-5 math professional learning opportunities that were offered by the TOSAs during the SY 2019-2020 included:

- Bridges in Mathematics “Getting Started” kick-off
- envision Mathematics 2.0 Implementation Essentials (Getting Started Grades 2-5)
- Leadership in Mathematics Education (LME)
- Mathematics Learning Labs: Facilitated Classroom Observations
- Using Manipulatives to Support Conceptual Understanding in Mathematics
- Embedded co-teaching cycles
- PLC facilitation and /or team meetings
- Site-based professional learning whole staff, grade bands, or specific grade levels (pink Wednesdays, weekends, or before the school year started)
- Technology support (enVisionmath 2.0/DreamBox)
- Walk-through observations, conversations and/or school planning support (with administrators coaches, teacher leaders)

I. NVACS On-Site Professional Development

During the SY 2020, multiple on-site professional development training sessions were held at five WCSD elementary schools. The sessions included professional learning on instructional planning and materials, problem-solving strategies, and embedded support. In addition, the TOSAs hosted four Mathematics Learning Labs—two in the Fall and two in Spring. Attendees (N=66) included teachers and staff members from various schools within the district. The labs included facilitated classroom observations, where attendees observed an entire math block in the classroom, followed by a debrief with the lead teacher to discuss the observation. A variety of topics were covered in the learning lab and included: lesson planning processes, problem solving, math content understanding, patterns of engagement, and cognitive skill development/differentiation.

The participants of the Mathematics Learning Labs provided feedback via an exit survey, and samples are shown in Figure 1.

Figure 1. NVACS, Mathematics Learning Labs feedback, SY 2020.

Comments received from the Mathematics learning labs participants:

"The lab format is so powerful. The planning conversation helps teachers to understand and see the curriculum being used correctly. The observation was helpful as well as the debrief opportunity. Thank you!"

"This was very valuable. To see it in action and running in a real class helps me think about my own teaching and how I can add ideas into my lessons."

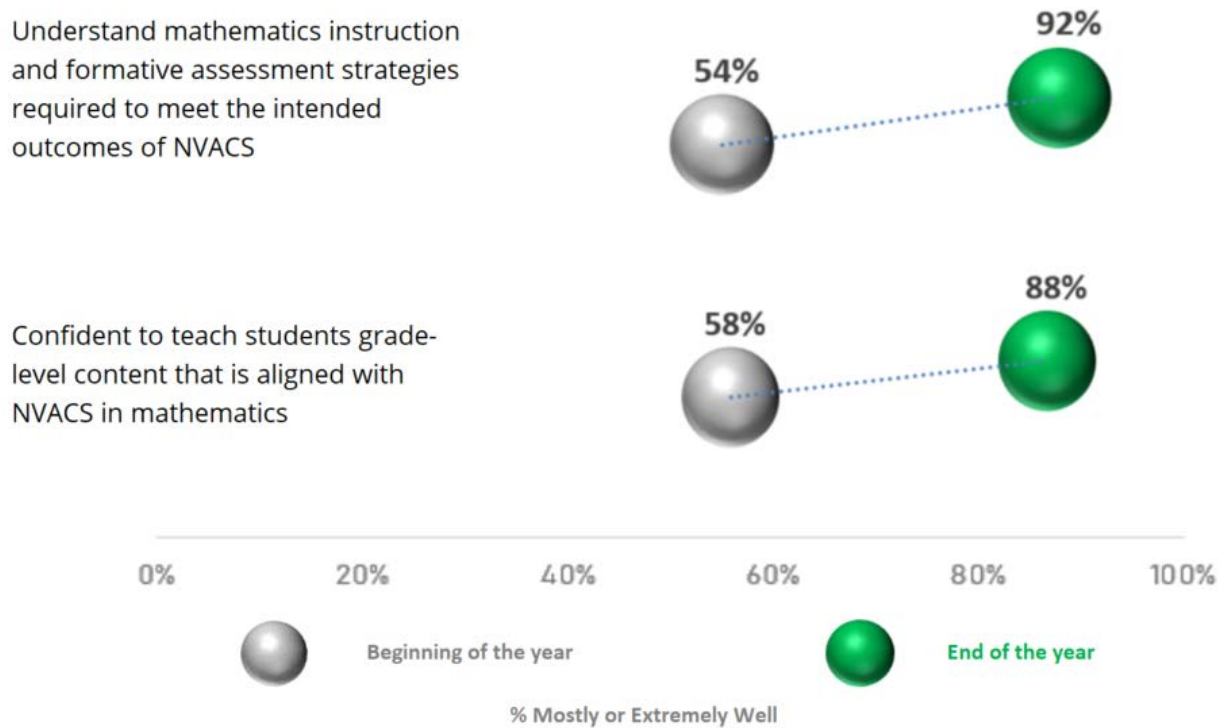
"Loved seeing the organization and routines! You can tell a lot of time was spent at the beginning and consistently throughout the year! Inspiring!"

II. NVACS Spring 2020 Follow-Up Evaluation Survey

At the end of the SY 2020, a follow-up survey was administered online to both teachers and administrators who participated in NVACS professional learning to determine the effectiveness of the programming. The survey was completed by 28 respondents of the 121 (23%) who received math intensified support, math coaching, and PLC support.

Participants were asked to reflect on their knowledge and use of NVACS strategies at the beginning of the year—prior to professional development—compared to the end of the year. As shown in Figure 2, results of the survey indicate an increase in participants' level of understanding of mathematics instruction and formative assessment strategies required to meet the intended outcomes of NVACS, 54% to 92%. The results also show an increase in participants' confidence to teach students grade-level content that is aligned with NVACS in mathematics, 58% to 88%.

Figure 2. Results of the NVACS Spring 2020 Follow-Up Evaluation Survey.



Overall, 88% percent of the participants responded that they were Mostly or Extremely Familiar with the following WCSD resources: NVACS Standards for Mathematics, Math Curriculum Guides, Math Pacing Frameworks, and Instructional Materials (e.g. Bridges or enVisionmath2.0). Also, teachers who received additional math support from the TOSAs felt it was beneficial to their overall instructional practice, from 70% reported in the SY 2019, to 77% in SY 2020.

Samples of participant feedback regarding their experience working with the TOSAs, are shown in Figure 3. All open-ended comments were positive.

Figure 3. K-5 Math Professional Learning Open-Ended Feedback, SY 2020.

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

"The TOSAS helped me to better understand and utilize the district provided math materials and supplements."

"Envision math materials can be adapted to all learners while maintaining the district pacing guide."

"These coaches are amazing and are such an amazing asset to our district!"

"The math team is amazing! I was able to attend the Mathematics Learning Labs with many of the first year teachers that I support. The message of building a mathematical mindset and the instructional strategies that were modeled were invaluable. The resources that have been developed are phenomenal and the TOSAS are key to coaching teachers in how to use them."

III. Conclusions

The results from the survey reflect the success of NVACS professional development for the teachers' overall understanding and confidence in aligning classroom instruction to the standards. Two of the three performance indicators were met (#1 & #3), but due to the COVID-19 pandemic, #2 data were not available for the SY 2020.

1. Teachers will demonstrate increased confidence to teach grade-level content that is aligned with NVACS in K-5 mathematics.
 - **Objective Met:** Respondents indicated that their confidence level to teach students grade-level mathematics content aligned with NVACS increased after professional development, from 58% to 88%.
2. Students whose teachers participate in ongoing, sustained NVACS professionally development will demonstrate increased abilities to demonstrate the Smarter Balanced Assessment Consortium (SBAC claims).

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- **Unable to Report:** Due to COVID-19 pandemic school closures in the spring 2020, the Smarter Balanced Assessment Consortium (SBAC) testing did not occur as scheduled. Therefore, data are not available to determine if Objectives were met.
3. Increase in understanding of professional learning outcome as demonstrated by teacher feedback surveys.
- **Unable to Report:** Due to space limitations on the staff climate survey and the need to add a number of additional questions related to ELA curriculum adoption materials and PLC initiatives, climate survey questions related to staff's confidence to implement math academic content standards were removed in SY 2020. Furthermore, only 2% (N=37) of K-6 teachers indicated they had not incorporated the math NVACS into their practice in SY 2019, suggesting that although there is still work to be done to fully incorporate the standards, the vast majority of teachers report strong confidence to implement. Additional measures of actual NVACS implementation are collected via non-evaluative walk-throughs from Curriculum and Instruction and district leadership, which directly helps inform practice.

WCSD Title II - School Improvement Coordinators Evaluation Bulletin 2020

The primary goals of the Washoe County School District (WCSD) Title II-School Improvement Coordinators (SICs) are to review and support instructional practices with school administrators to promote overall school improvement and increase student achievement. Title II funds were used to support two full-time SICs for 107 schools (elementary, middle, and high schools) in the District. To achieve the District goals, the SICs used a school monitoring protocol for the implementation and improvement process. Throughout the 2019-2020 school year, the SICs provided numerous specialized trainings that were customized to meet each school's specific needs. The SICs' activities for the 2019-2020 school year are summarized as follows:

**Administrators at
107 schools received
support from the
School
Improvement**

- Provided support for school improvement through the WCSD School Performance Plan (SPP) that included a comprehensive review with administrators at the beginning of the 2019-2020 school year (Note: an end-of-year review was scheduled but postponed due to the Covid-19 pandemic and mandated school closures in early spring 2020). However, SIC support to administrators continued throughout the closure through online activities via Zoom and Microsoft Teams. The SICs provided much-needed help to schools to align academic goals with distance learning for students. Additional support was also provided through data collection and analyses, presentations, collaborative committee work, and the completion of a collaborative forum with the Nevada Department of Education (NDE) during the 2019-2020 school year.
- Informed teachers, administrators, parents, and community members about the implications of the different school achievement designations (i.e., Comprehensive School Improvement, Targeted School Improvement) through meetings, written documents, email, phone conferences, and collaborative committee work (e.g. NDE, Family Engagement, Assessment, McKinney Vento Group).
- Conducted a state-mandated Needs Assessment (NCCAT-S) for each school to support their School Improvement Plan (SIP). (Note: an

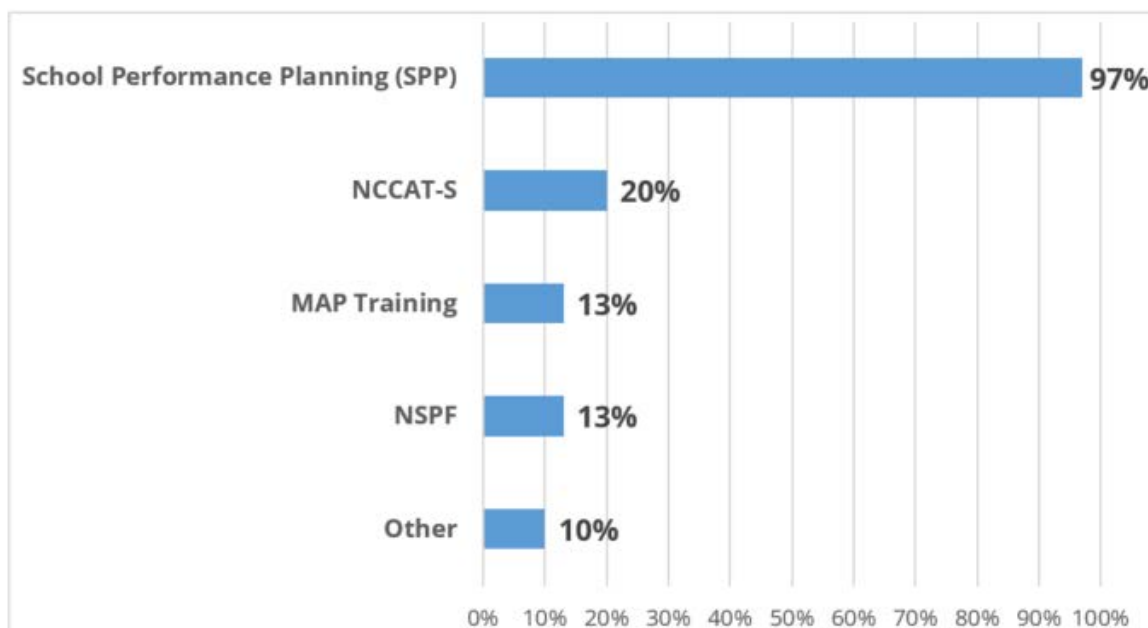
end-of-year review was planned but postponed due to the Covid-19 pandemic and school closures in early spring 2020). The SICs continued to support administrators through online activities throughout the spring closure and will resume a comprehensive review of the Needs Assessments during the fall 2020 semester, if possible.

I. School Improvement Coordinator (SIC) Satisfaction Survey

At the end of the 2019-2020 school year, an online survey was distributed to all administrators (N=103) for feedback regarding the level of support received from the SICs. Respondents included 35 administrators with 80% from elementary schools, 11% from middle school, and 8% from high schools.

As shown in Figure 1, most respondents (97%) reported that they received support in the development of their School Performance Plan (SPP), and approximately 20% received support in the development of their Needs Assessment (NCCAT-S). Figure 1 also shows results for other support categories that included MAP training (13%), Nevada School Performance Framework (NSPF) (13%), and Other: e.g. WASL (10%).

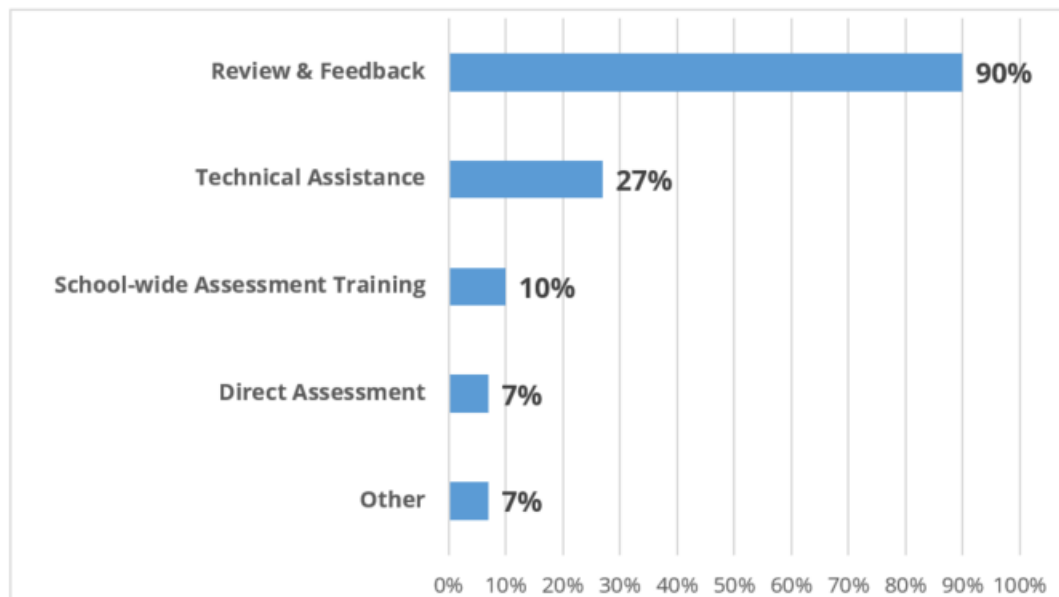
Figure 1. Participants were asked what support their school received from the School Improvement Coordinators during the 2019-2020 school year.



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As shown in Figure 2, most respondents (90%) reported that they received Review and Feedback support from the SICs, and 27% of respondents indicated they received Technical Assistance as well. Other support categories included Schoolwide Assessment Training (10%), Direct Assessment (7%), and Other: e.g. data profiles, ESSA, CSI/TSI/ATSI (7%).

Figure 2. Participants were asked what support their school received from the School Improvement Coordinators during the 2019-2020 school year.



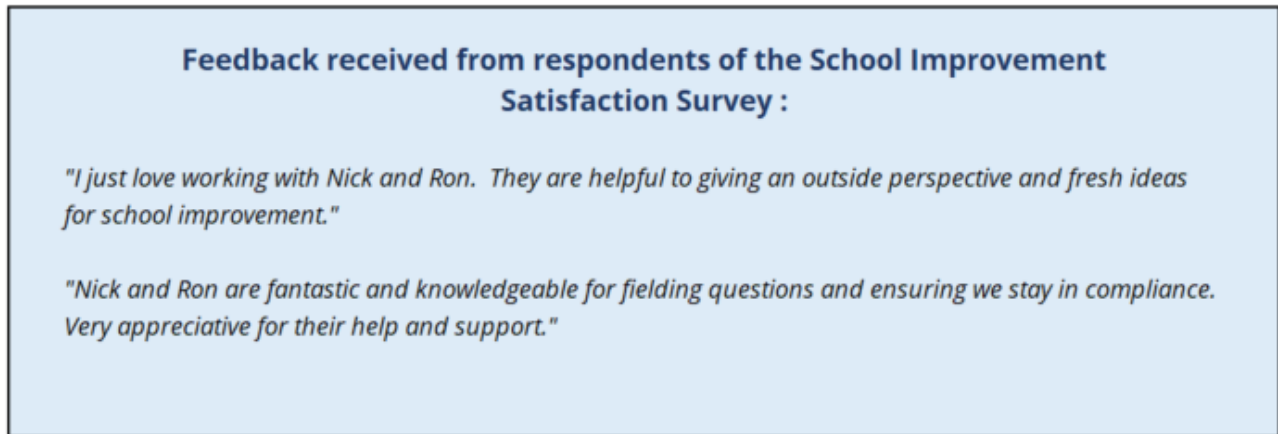
As shown in Figure 3, 81% of the respondents reported that they were satisfied with the current level of understanding and support they had received from the SICs. Additionally, 13% of the respondents stated that they would be able to help someone else understand the content in which they received support, while only 6% indicated they needed some more information and/or support.

Figure 3. Status of SY 2020 support needs.

Current Support Need Status	
I need a lot more information and/or support.	0%
I need some more information and/or support.	6%
I am satisfied with my current level of understanding and support.	81%
I could help someone else to understand.	13%

Respondents were asked to provide comments or suggestions regarding the SICs. All qualitative feedback from the satisfaction survey was positive and a few samples are shown in Figure 4.

Figure 4. Qualitative feedback examples from respondents on the School Improvement Coordinators Satisfaction Survey, 2019-2020 school year.



II. In-School Training Sessions

During the 2019-2020 school year, the SICs conducted multiple training sessions at 10 schools. These sessions included an in-depth review of site-specific data, as well as, MAP testing results for the elementary schools. The SICs trained staff to analyze and use data to drive instructional decision-making at their school.

Note: Additional site visits and trainings were not conducted due to the COVID-19 pandemic and school closures. However, the SICs continued meeting with Principals from numerous schools to review data and address State compliance requirements, via telephone, Zoom, and Microsoft Teams. The SICs also conducted training/presentations for the Washoe Academy of School Leaders (WASL) program (N=32) in April 2020, and the Nevada Leads program in May 2020, via Zoom (N=25).

III. Conclusions

A summary of the School Improvement measurable objectives and results are as follows:

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1. Each school will complete a School Performance Plan (SPP) based on data measures that focus on student achievement.
 - **Objective Met:** All schools (N=107) in the WCSD completed a School Performance Plan that was approved by the Nevada Department of Education and included a needs assessment and measurable objectives focused on student achievement.
2. To increase the ability of educators to use data resources (e.g., student data, school climate, state-mandated school needs assessments, state standardized tests, etc.) to improve instruction and delivery of content to students as measured by educator responses on questions 6 and 12 of the Needs Assessment.

By the end of SY 2019-2020 the following will be achieved:

- a. The percentage of educators responding positively (selection of Meets Expectation or Exemplary) for question 6 (Analyze and Use Data) will increase from 77% to 82%; and
 - b. The percentage of educators responding positively (selection of Meets Expectation or Exemplary) for question 12 (Adjustment) will increase from 77% to 82%. As this is an overall goal, individual school percentile achievement will vary based on each School Performance Plan.
- **Unable to Report:** Due to the COVID-19 pandemic, the end-of-year School Performance Plan and Needs Assessment comprehensive reviews were postponed until the fall 2020 semester.
3. By the end of SY 2019-2020 the following will be achieved:
 - a. The percentage of students (elementary and middle) meeting the 65th-percentile in MAP-Math will achieve proficiency on SBAC at a rate of 80%;
 - b. The percentage of students (elementary and middle) meeting the 60th-percentile in MAP-ELA will achieve proficiency on SBAC at a rate of 80%; and
 - c. The Graduation Rate will reach 85% for SY 2020. This is an overall District goal and individual school graduation rates will

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vary based on their School Performance Plans.

- **Unable to Report:** Due to the COVID-19 pandemic, neither spring MAP nor Smarter Balanced Assessment Consortium (SBAC) testing occurred during the 2019-2020 school year. Note: The graduation rate for SY 2020 in Goal 3c will be provided as graduation data becomes available.

WCSD Title II - Special Education Initiative: Professional Learning for Collaborative Teaching Evaluation Bulletin 2020

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

- Increase teacher capacity to use high-engagement differentiated learning strategies.
- Ensure all students have access to Nevada Academic Content Standards.
- Improve student outcomes and close achievement gaps.

The PL for collaborative learning is designed to build a common vocabulary around inclusion, offer solutions for scheduling challenges and provide teachers with the skills and strategies for including all students in Tier 1 instruction. Shown in Table 1, 11 schools received PL in SY 2019-20, which is a total of 46 that have participated since SY 2015-16.

Table 1. Schools trained in collaborative teaching and Universal Design for Learning by year of initial participation in training from SY 2015-16 through SY 2019-20.			
2016	Lemelson Elementary School	Dodson Elementary School	Natchez Elementary School
	Bennett Elementary School	Double Diamond Elementary School	Palmer Elementary School
	Billinghurst Middle School	Huffaker Elementary School	Spanish Springs HS
	Cold Springs Middle School	Hug High School	Sun Valley Elementary School
	Depoali Middle School	Incline Elementary School	Traner Middle School
	Desert Heights Elementary School	Maxwell Elementary School	Vaughn Middle School
	Diedrichsen Elementary School	Mendive Middle School	Warner Elementary School
	Dilworth Middle School	Reed High School	
	Greenbrae Elementary School	Risley Elementary School	
2017	Booth Elementary School	Pine Middle School	Sparks Middle School
	Melton Elementary School	Reno High School	Swope Middle School
2018	Alice Smith Elementary School	Galena High School	Sparks High School
	Cannon Elementary School	McQueen High School	Stead Elementary School
	Damonte Ranch HS	North Valleys High School	
2019	O' Brien Middle School	Westergard High School	Wooster High School
2020	Desert Skies Middle School	Lenz Elementary School	Moss Elementary School
	Duncan Middle School		
Note. Schools who participated in training in the 2019-20 school year are bolded.			

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Highlighted Activities

Onsite collaborative teaching training. Approximately 140 educators from 11 schools attended training sessions in SY 2019-20, as shown in Table 2. Participants included special educators, general educators, English learner teachers, school administrators, and other instructional staff responsible for facilitating co-instruction. Co-teaching teams in attendance mostly taught mathematics and English language arts subjects. A few participants from non-core curriculum subject areas, such as advisory and leadership classes, also attended the trainings. Although demand for training was high, finding and paying for substitutes was a challenge. WCSD is adapting in-person training to virtual formats, which will likely encourage participation; however, a lack of funds for teacher stipends remains a challenge.

Table 2. Schools trained in SY 2019-20, PL focus, date of training, and number of attendees.			
School	Topic Focus	Training Date	Attendees
Alice Smith Elementary School	High engagement strategies for all learners	March 3, 2020	8
Desert Skies Middle School	Collaborative coaching, high engagement strategies, UDL strategies, and progress monitoring in the general education classroom	Sept.18, 2019	10
Duncan Middle School	Supporting Tier 1 instruction within push-in support	Sept. 17, 2019	10
Huffaker Elementary School	Co-teaching and high engagement strategies for integrated kindergarten	March 3, 2020	8
Hug High School	Collaborative coaching with a focus on equality; and planning, assessing, progress monitoring and responding to student needs as a team	Sept. 19, 2019	20
Lenz Elementary School	Collaborative teaching and high engagement strategies for all learners	March 4, 2020	8
Mendive Middle School	High engagement strategies for all learners	March 4, 2020	10
Moss Elementary School	Co-teaching and high engagement strategies for integrated kindergarten	March 5, 2020	16
Spanish Springs High School	Progress monitoring and data collection in co-taught classrooms	March 5, 2020	20
Sparks High School	Collaborative coaching, UDL strategies, and planning for collaborative instruction	Sept. 18, 2019	20
Vaughn Middle School	Collaborative teaching with a focus on relationships, equality in the classroom, and high engagement strategies	Sept. 17-18, 2019	10

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Teacher Preparation. Collaborative teaching and strategies for high engagement for all learners was included in WCSD's Alternative Route to Licensure (ARL) pre-service teacher preparation program. Master Lead Teachers who oversee student's interns during their pre-service student teaching field experience were also provided instruction about inclusive practice. The expansion of PL to pre-service preparation is intended to increase the ability of teachers using collaborative practice and engagement strategies from the outset of their teaching careers.

Instructional observations. Collaborative teaching teams who attended onsite collaborative teaching training sessions received a classroom observation by WCSD Implementation Specialists. Detailed feedback was provided to each team to support improved practice. Additional training and coaching were provided based on specific learning needs as expressed by school teams and revealed by the classroom observations. Follow-up observations were not completed due to the early closure of schools caused by the Covid-19 pandemic.

Scheduling support. Responsible scheduling was a focus within all PL for administrators and school teams during the SY 2018-19 school year. This focus prompted many school administrators to contact Implementation Specialists for support to organize school master schedules for SY 2019-20 to allow co-taught instruction and shared planning time for teaching teams. It is expected that the need for support for responsible scheduling will increase with the major shift to hybrid and distance learning models of instruction.

Conclusions

For the 2019-20 school year, measureable objectives were established to monitor progress toward meeting Title II goals. Objective one focuses on scheduling, which is indicated by student time in regular classrooms. The second objective centers on observable student engagement in co-taught classrooms.

1.a. Master schedules will reflect responsible scheduling as indicated by (a) the proportion of students with disabilities who receive academic instruction in inclusive settings, and (b) the number of schools with co-taught classes.

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- **Objective 1.a. Met:** Shown in Table 3, the proportion of students who received instruction within regular classrooms 80-100% of the time increased by almost 1 percentage point from SY 2018-19 to SY 2019-20. Since SY 2015-16 when training began, this percentage has increased by 5 percentage points, from 76.6% to 82.2%, respectively.

Table 3. Number and Percent of WCSD Students with Disabilities by Time in Regular Classrooms in School Years 2012-13, 2015-16, 2018-19, and 2019-20.

Placement	2018-19		2019-20	
	number	Percent	number	Percent
Regular class 80-100%	6522	81.7%	6426	82.2%
Regular class 40-79%	857	10.7%	783	10.0%
Regular class 0-39%	605	7.6%	613	7.8%

Note: Includes all students enrolled on October 1 of each year. Percent is calculated for students ages 6-21 years old who have an Individual Education Plan enrolled in the WCSD, including those in placements outside of traditional school settings, such as separate school, correctional facilities, and residential facilities. Time in regular classrooms includes all course types and is not limited to core subject classrooms.

1.b. Prevalence of co-taught classrooms.

- **Objective not reported:** The spring survey used to assess the number of co-taught classrooms throughout the WCSD was not administered due to the COVID pandemic. It is not known how many co-taught classes there were in the 2019-20 school year.
2. *Student engagement will increase from pre- to post- observations as indicated by proportion of students engaged in instructional activities in co-taught classrooms.*
- **Objective Not Reported:** A pre to post change was not assessed due to a low number of post observations due to school closures resulting from the COVID pandemic.

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Results of SY 2019-20 School Climate Survey shows unexpected differences in student engagement between schools trained in collaborative teaching and schools that have yet to participate in this training. Shown in Table 4:

- Students in schools that have not received PL for collaborative teaching have slightly higher mean responses to student engagement items in elementary and high school.
- Among middle schools, students in schools that participated in PL for collaborative teaching had higher mean responses to 3 items than did students in non-participating schools, as shown in green font.

These differences may be attributed to the selection process of schools for PL, whereby schools with higher need evidenced by lower student engagement receive PL first. Change in student engagement from baseline taken prior to school participation in PL will provide stronger evidence of the influence of PL on student engagement.

Table 4. Difference in Mean Student Responses to School Climate Survey by Students in Schools that Participated in PL for Collaborative Teaching and Schools that have not participated in PL; (1=Strongly Disagree to 4=Strongly Agree).

Item	Mean Response								
	Elementary			Middle			High		
	PL	No PL	Diff.	PL	No PL	Diff.	PL	No PL	Diff.
Teachers and staff at my school treat all students fairly.	2.84	2.93	-.09	2.67	2.72	-.05	2.57	2.89	-.32
Most of what I learn in school is interesting.	2.86	2.86	0	2.53	2.50	.03	2.38	2.57	-.19
Time seems to pass very quickly in my classes.	2.51	2.58	-.07	2.36	2.30	.06	2.25	2.31	-.06
I think a lot about what I learn in my classes even when I'm out of school.	2.59	2.58	.01	2.33	2.34	-.01	2.27	2.39	-.12
My teachers think I can get high grades in their classes if I try hard enough.	3.48	3.51	-.03	3.32	3.32	0	3.22	3.37	-.15
My teachers connect what I am doing in school to life outside of the classroom.	2.80	2.81	-.01	2.57	2.59	-.02	2.52	2.66	-.14