

Great Teaching and Leading Fund Final Annual Report

Lincoln County School District FY 16

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Summary:

Program Name & Overall Goals/Objectives of Program

Program Title: Lincoln County School District Instructional Coaching Professional Development

Objective: Instructional Coaches will provide all teachers in Lincoln County on-site, in classroom instructional coaching to improve teachers' effective instructional practices, so 75% of elementary and middle school students will have adequate growth in Rash Unit Scale (RIT) scores on Measure of Academic Progress (MAPS) math and reading and 70% of high school students will pass proficiency or end of course exams.

Because of the timing of the grant and then the process of hiring (two current teachers applied) the district chose to not take two master teachers out of the classroom mid-year. The two teachers were hired, paid a stipend to Instructional Coach once a week (a substitute was paid) and continued to teach their classrooms.

Abstract:

Lincoln County Instructional Coaching Professional Development: Two master level or higher teachers will be hired to provide all teachers and administrators with effective implementation of the state directed Nevada Educator Performance Framework (NEPF). The two Instructional Coaches will facilitate the teacher standards and indicators of the Nevada Educator Performance Framework (NEPF), with research-based Nevada Educator Performance Framework (NEPF) instructional practices focusing on individual teacher's professional development needs. One Instructional Coach will be at the elementary level and one Instructional Coach at the middle and high school level to provide teachers with direct in-classroom coaching on the Nevada Educator Performance Framework (NEPF) standards and indicators. These Instructional Coaches will work on site with teachers to increase the individual's professional developmental needs. The intended results will be to improve teachers' effective instructional practices and in turn increase student achievement. Lincoln County School District is applying for the professional development funds from Great Teaching Leading Fund for fiscal year 2015-2016, to address implementation of the statewide Nevada Educator Performance Framework (NEPF) for teachers and principals. Lincoln County School District serves four elementary schools, two middle schools and two high schools with 62 teachers, 10 administrators, and 2 pre-service candidates. Each Instructional Coach will serve four schools in a four-day school week. Each day they will provide instructional coaching to all teachers enabling teachers to implement effective instructional practices that respond directly to each teacher.

The evaluation plan ties directly to the District Improvement Plan goal #3: Develop and implement a system of accountability that consistently holds district leaders, administrators, teachers and staff accountable for increased student achievement in the core content areas. Measurable Objective: One hundred percent of the district leaders, administrators and

instructional staff will be evaluated and held accountable through the Nevada Educator Performance Framework (NEPF). If grant is funded action steps under this District Performance Plan (DPP) goal will be added. Grant goal: The Instructional Coach will facilitate the teacher standards and indicators of the Nevada Educator Performance Framework (NEPF), with researched-based Nevada Educator Performance Framework (NEPF) instructional practices focusing on individual teachers' professional development needs. Objective: Instructional Coaches will provide all teachers in Lincoln County on-site, in classroom instructional coaching to improve teachers' effective instructional practices, so 75% of elementary and middle school students will have adequate growth in Rash Unit Scale (RIT) scores on Measure of Academic Progress (MAPS) math and reading and high school student's pass rate will increase by 10% on the Proficiency exam, American College Test (ACT) and End of Course exams.

Next Steps:

Lincoln County School District applied and was awarded Great Teaching Leading Fund (GTLF) for FY 17 for 1 instructional coach to continue the greatly needed in house professional development with staff.

Grant Funded Activities

Name of Activity and Overview:

Lincoln County School District Instructional Coaching Professional Development Instructional Coaches will provide all teachers in Lincoln County on-site, in classroom instructional coaching to improve teachers' effective instructional practices, so 75% of elementary and middle school students will have adequate growth in Rash Unit Scale (RIT) scores on Measure of Academic Progress (MAPS) math and reading and high school student's pass rate will increase by 10% on the Proficiency exam, American College Test (ACT) and End of Course exams.

➤ Participant Information:

2 Instructional Coaches, 62 Teachers, 10 Administrators, 2 pre-service Teachers, and 4 pre-service Administrators.

➤ Area(s) of Effectiveness Measured

▪ Improving Student Achievement-

The instructional coaches set up a rotating schedule in which they spent time in each school. The grant stated that instructional coaches would be available one day each week at each school during the four-day school week, but because of timelines and changes to the grant, instructional coaches were only available one day per week and therefore were in each school just one day per month. The instructional coaches ensured that all teachers/administrators knew they were available via e-mail or phone so that coaches were accessible even when they were not scheduled to be in a particular school.

Coaching was available to ALL teachers, but not all teachers chose to use their services.

The instructional coaches solicited input from each teacher and administrator with regard to what was needed from them and planned their school visits in an effort to meet those needs.

Pioche and Caliente Elementary

Pioche and Caliente Elementary Schools met the objective in both reading and math and their teachers were very willing to work with the coaches. These two schools had instructional coaches at their schools' full time because the coaches were also part of the teaching staff making them more readily available for teachers within these schools. These two schools also faithfully utilized Northwest Evaluation Association (NWEA)/ Measure of Academic Progress (MAP) testing fall, winter, and spring and tested every student in the school. The teachers in these two schools were open to coaching recommendations with regard to the analysis and use of the data to support student learning.

Pahrnagat Valley Elementary

Pahrnagat Valley Elementary School was also very willing to work with instructional coaches; however, their school did not meet the growth projections in either subject. This school tests all of their students fall, winter, and spring, but would benefit from support with formalizing a Response To Instruction (RTI) process.

Panaca Elementary did not make the growth projections either, but their staff was unwilling to work with the coaches. It is also worth noting that not all of the teachers at Panaca Elementary test all of their students, nor do they test fall, winter, and spring. It is unclear how they decide who and when to test and their data represents only those students who tested rather than the entire population. Testing in general and documentation of remediation is inconsistent in this school.

Meadow Valley Middle School

Meadow Valley Middle School met the goal in reading, but did not meet in math. Most teachers at the Meadow Valley Middle School were willing to meet with instructional coaches. All students were tested, but only in the fall and the spring and it does not seem that test data was used to differentiate instruction. This school would benefit from additional training in data analysis and implementation/documentation of Response To Instruction (RTI).

Pahrnagat Valley Middle School

Pahrnagat Valley Middle School met the goal in math, but did not meet in reading. Several of the teachers at Pahrnagat Valley Middle School met with instructional coaches. The reading/English Language Arts (ELA) teacher was a new teacher and was split between the middle school and high school in Pahrnagat. Instructional coaches introduced her to analysis of Northwest Evaluation Association (NWEA)/ Measure of Academic Progress (MAPS) data because she was new to the testing and

reports. This teacher also had limited resources and very few books to meet the needs of her curriculum and to achieve the goals of this grant. Instructional coaches were able to help her locate books and other resources to support her curriculum and this teacher was very willing to work with coaches and will benefit from continued support. This school does test all students three times/year. They still need help with data analysis, Response To Instruction (RTI), and its impact on student achievement.

Data from proficiency tests/end of course exams at each of the two high schools was unavailable for analysis. Therefore, we used Northwest Evaluation Association (NWEA) data to measure growth. Pahrnagat High School met the growth goal in math, but did not make the goal in reading. Students were tested twice per year, and not all students were tested. Lincoln County High School completed only fall testing so there was no growth data available for that school. In addition, not all students are tested, nor are they tested three times per year. This school would benefit from help with data analysis and implementation of a formal Response To Instruction (RTI) process.

- Effectiveness Measure for Each Area, Including Rationale for Chosen Measure (Graph shows each school with subjects of reading, math and the percentage of project growth from NWEA measures.)

School/grades/test sessions	Subject	% making projected growth
Pioche Elementary K-6	Reading	86%
Winter to spring	Math	90%
Panaca Elementary K-6	Reading	71%
Fall to spring	Math	68%
Caliente Elementary K-6	Reading	87%
Winter to spring	Math	92%
Pahrnagat Elementary K-5	Reading	69%
Fall to spring	Math	70%
Meadow Valley Middle School 7-8	Reading	75%
Fall to spring	Math	57%
Pahrnagat Valley Middle School 6-8	Reading	68%
Fall to spring	Math	88%
Pahrnagat High School	Reading	63%
Fall to spring	Math	77%
Lincoln High	Reading	No growth data available
Fall testing only	Math	No growth data available

Implications for Future Implementation

Recommendations for the next grant cycle would be to hire instructional coaches at the beginning of the year as a full time position as intended in the first proposal. Further, all schools should be required to complete Northwest Evaluation Association (NWEA)/ Measure

of Academic Progress (MAPS) fall, winter and spring to support implementation/documentation of Response To Instruction (RTI) so that this data may be accessed and used accordingly by instructional coaches, teachers, and administrators to improve instructional practices and increase student achievement. All of which support teachers and administrators in the understanding of, collection of evidence for, and implementation of the Nevada Educator Performance Framework (NEPF).

Budget Summary

Narrative Overview of Use of Great Teaching Leading Funds Awarded

Because of the timing of the grant and then the process of hiring the district chose to not take two master teachers out of the classroom mid-year. The two teachers were hired, paid a stipend to Instructional Coach once a week (a substitute was paid) and continued to teach their classrooms. The cost incurred was sub pay, stipend pay for the extra duty, and travel

➤ Brief Description of Expenditure Categories and Description

Salaries= stipends paid to each coach and the substitute pay for the one-day a week for each coach (7898.08+3724.10) = \$11,622.18.

Benefits= \$1,141

Travel=\$507

For a total \$13,270.00 spent for FY 16

Remainder returned \$136,158.00 of original allocation \$149,428.00

➤ Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds

Awarded=\$149,428.00

Use= \$ 13,270.00 = stipends, sub pay, benefits, travel
\$ 136,155.00 unexpended and returned funds