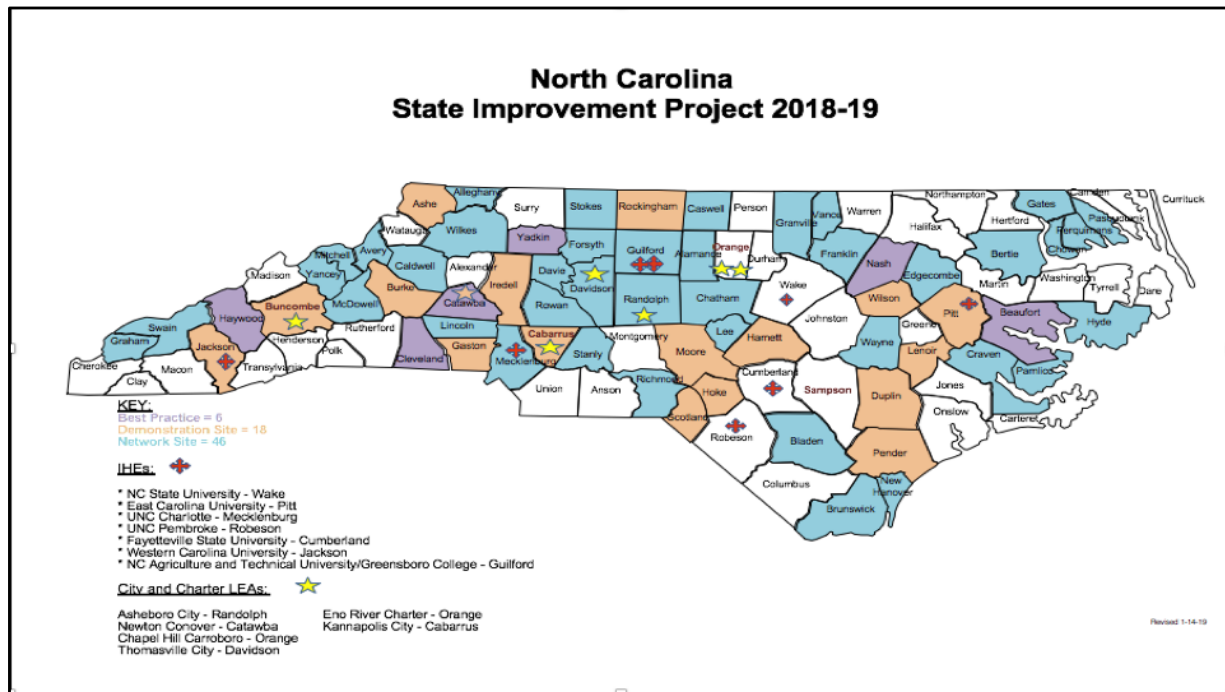


NC State Improvement Project (NC SIP) OSEP Annual Performance Report Summary

Dr. Paula Crawford, Project Director





2018-2019 NC SIP Partners

- Best Practice Sites = 6
- Demonstration Sites = 18
- Network Sites = 46
- Institutions of Higher Education = 8

After State Board consent the week of 6/5/19, 6 new sites will be announced that were selected from 19 applications received.

NC SIP GOALS 2016-2021

GOAL 1 - NC SIP staff will **increase their capacity to provide leadership, professional development, coaching, and supports** to participating districts, teachers, and families on leadership and effective **reading, math, and content literacy** instruction.

GOAL 2 - District and building administrators will have the skills to **develop, implement, and evaluate district plans** that support the **improvement of core content instruction** and achievement of students with disabilities in their districts.

GOAL 3 - Teachers and administrators will have the skills to **effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices** for students with disabilities in the K-12 classroom, which will lead to increased **student engagement**, student **generalization of skills**, **academic achievement**, and **family engagement**.

GOAL 4 - **Pre-service teachers and in-service administrators** enrolled in partnering IHEs, will have the capacity to **effectively implement** and support research-based **reading, math, adolescent literacy, and co-teaching** for students with disabilities.

The NC SIP grant goals can be found on the NC SIP website under the 'about us' tab.
www.ncsip.org/about_us

NC SIP Annual Performance Measures

NC SIP -

- uses evidenced based practices to support attainment of identified competencies.
- PD participants demonstrate improvement in implementation of practices over time.



These are the four performance areas aligned with the goals which measure the attainment of annual targets over the five years of the grant cycle.

The areas which I will cover depicted in green have met the annual targets.

- NC SIP uses evidenced based practices to support attainment of identified competencies.
- NC SIP PD participants demonstrate Improvement in implementation of practices over time.
- NC SIP sites use funds to sustain the use of supported practices to improve student and family outcomes.
- NC SIP supports increased skills of pre-service teachers who will provide services to students with disabilities.

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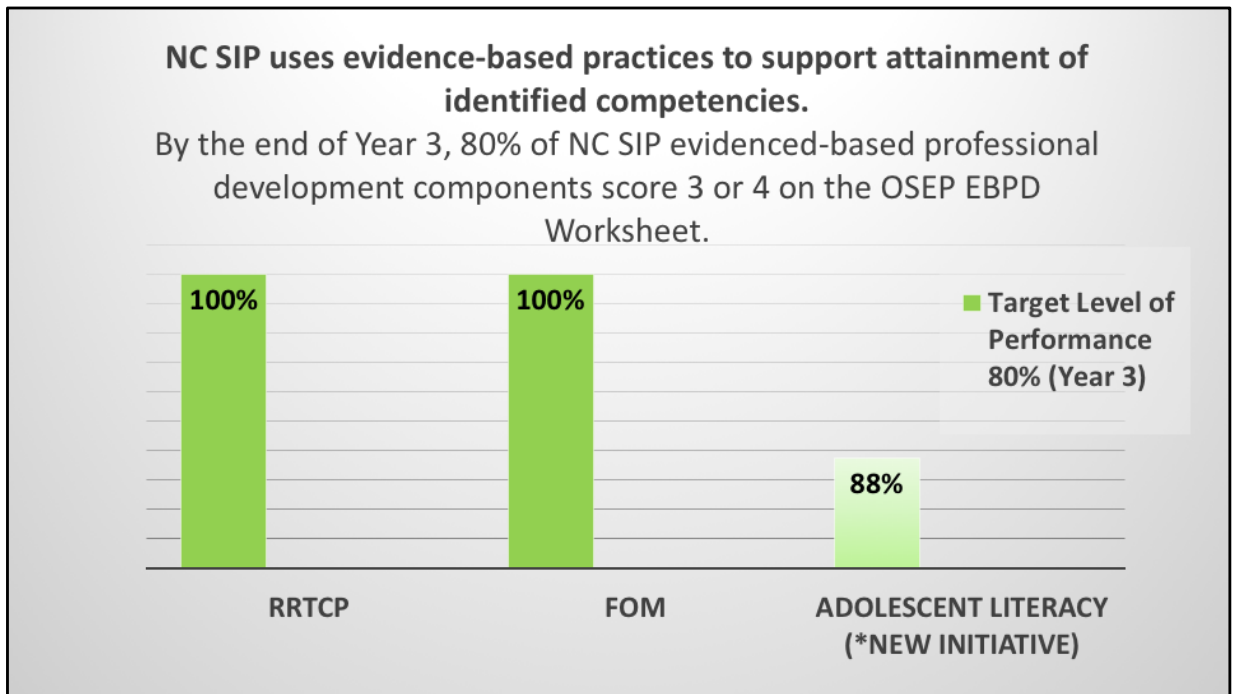
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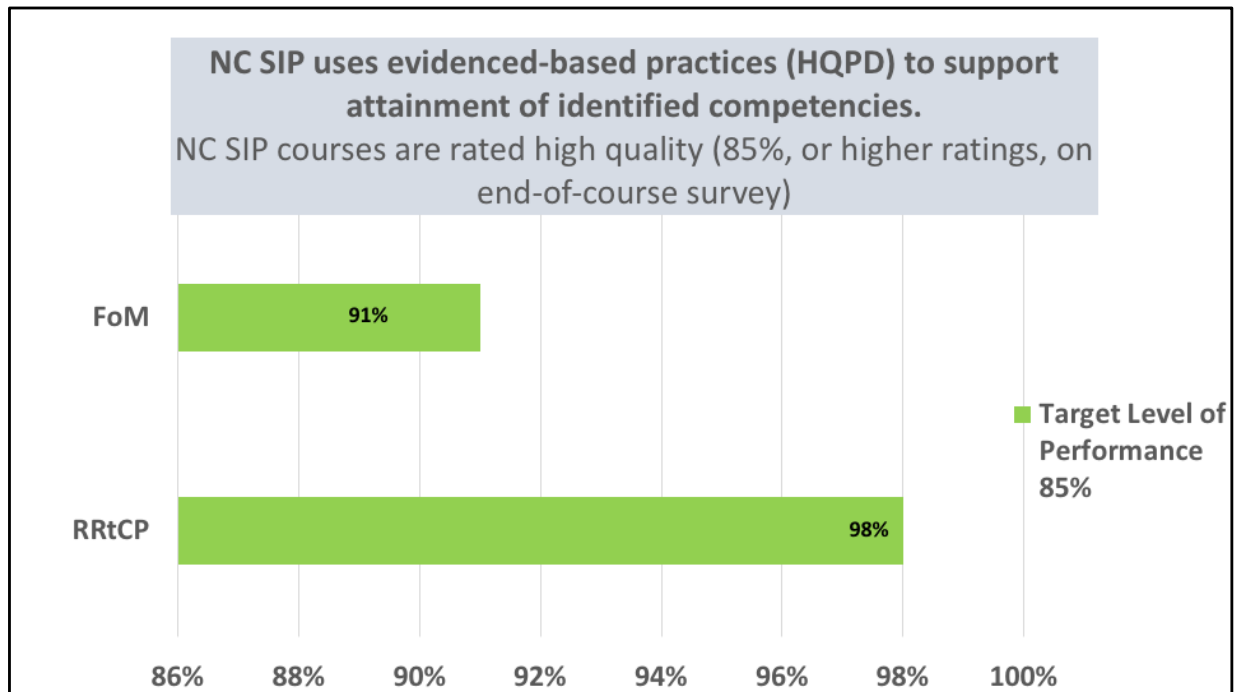
Evidence-Based High Quality Professional Development (HQPD)

Note: NC SIP has just completed year 3 of this 5 year cycle.



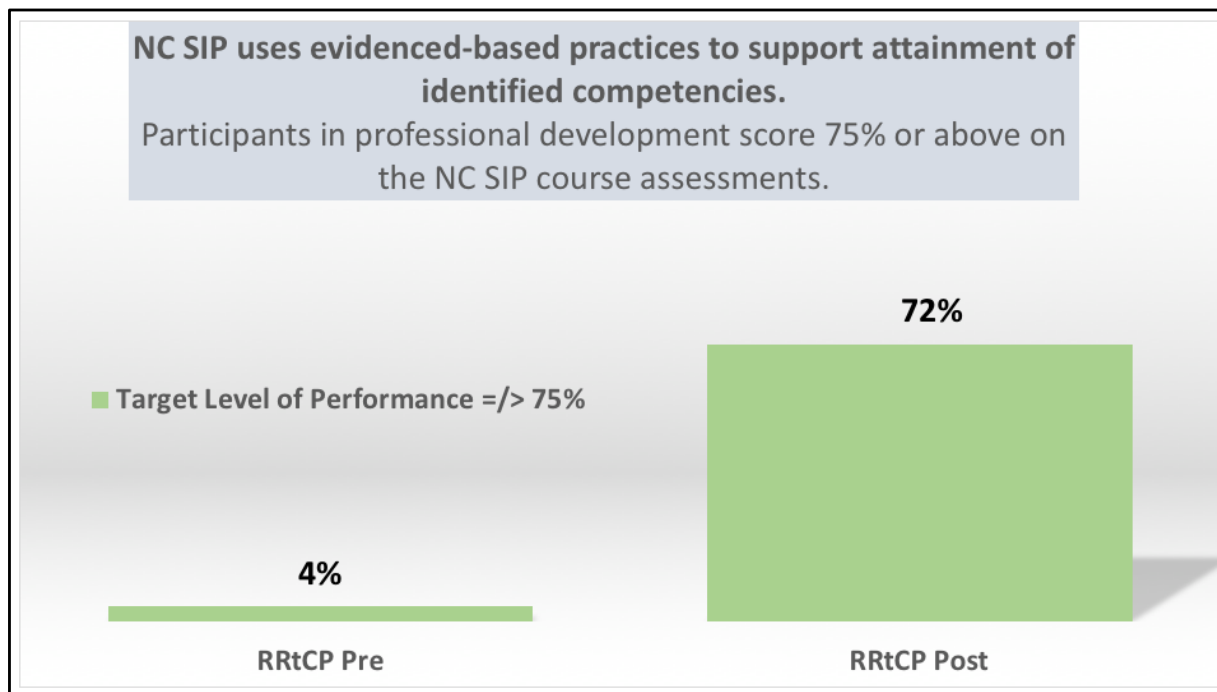
Reading Research to Classroom Practice, Foundations of Math, and the new Adolescent Literacy initiative all well exceeded the target level of performance ratings, 80%, on the evidence-based professional development worksheet required by OSEP.

Components we will focus on implementing in the coming year:
NC SIP will continue to work on refining the compendium of training and coaching supports, including fidelity, and feedback instruments and procedures. As described in the performance measure related to coaching supports, an instrument is undergoing usability testing and will be implemented in the next school year.



Professional Development is High-Quality

There were 609 responses to the FoM course evaluations, 1203 responses to the RRtCP, with a total of 1,810 completed evaluations. The percentage of respondents indicating their agreement that the coursework was high quality was 96%. Therefore, NC SIP exceeded the target of 85% for this performance measure. The graph provides detail of the ratings of quality for each of the courses.



Knowledge Gain

In this reporting period, a total of 2,000 participants attended NC SIP professional development sessions. These sessions included Reading Research to Classroom Practice (RRtCP) and Foundations of Math (FoM) courses, as well as All Leaders Understand, Support, and Collaborate to Provide Evidence-Based Instruction, Adolescent Literacy, and Coaching professional development. The participants completing the RRtCP and FoM courses were given a pre- and post-assessment to gauge their learning of the content.

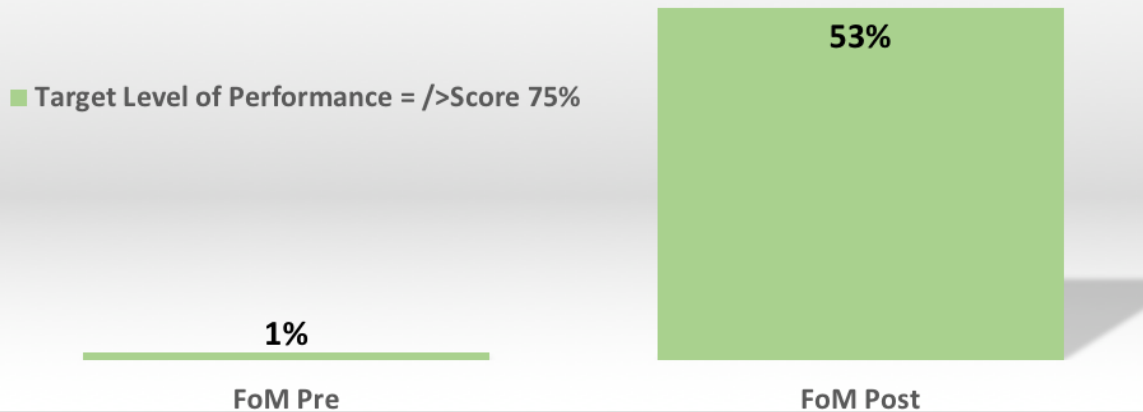
To define the number of participants in the RRtCP and FoM courses, only those who had a pre- and post-assessment score were counted, resulting in **a total of 1,036 participants**. **Of note, 99% of these participants made some level of gain in their pre- to post-assessment score. These gains reflect an average of 29% for RRtCP pre- to post-scores and an average gain of 39% for FoM scores.**

Data for the pre- and post-assessments were reviewed to ensure there was a score entered for each participant. Five percent (5%) of the participants in the RRtCP coursework scored 75% or above on the pre-assessment. **The number achieving the 75% score increased to 68% on the post-assessment, yielding an increase of 63% of participants scoring at 75% or above.**

Participants in the FoM coursework made similar gains in meeting the 75% "passing score" for the course assessment. **One percent (1%) of the participants scored 75% or above on their pre-assessment, while 54% scored 75% or above on the post-test.**

NC SIP uses evidenced-based practices to support attainment of identified competencies.

Participants in professional development score 75% or above on the NC SIP course assessments.



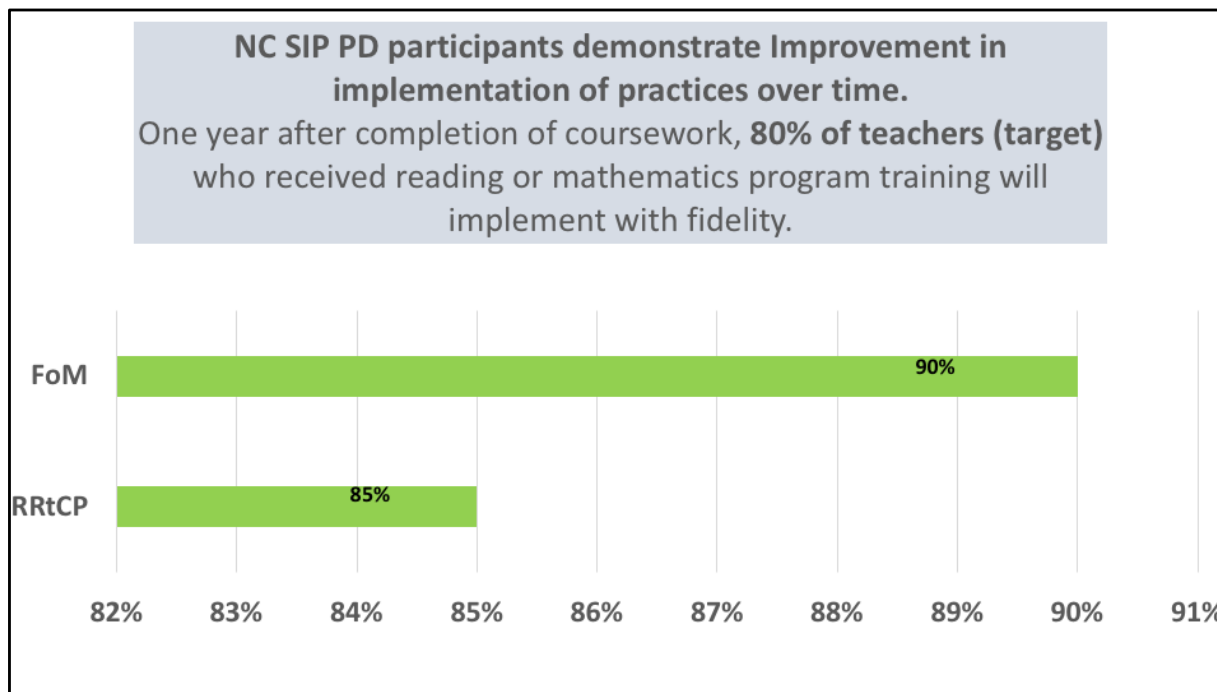
The combined performance on the RRtoCP and FoM course assessments yield a total of 72% of participants achieving 75% or above on the post-assessment, and 4% meeting this mark on the pre-assessment. The result is an increase to 68% at 75% or above from pre- to post-assessment.

NC SIP has met and exceeded the target for this measure.

Another data set related to knowledge gain for participants in the RRtoCP and FoM coursework comes from the end of course evaluation. Each survey included a set of items asking for participants to rate their agreement with the degree to which they had a deeper understanding of key principles or practices included in the coursework. **An analysis of the five items on the FoM survey and the nine on the RRtoCP survey indicated that respondents had a high level of agreement (an average of 3.5) that they had a deeper understanding.**

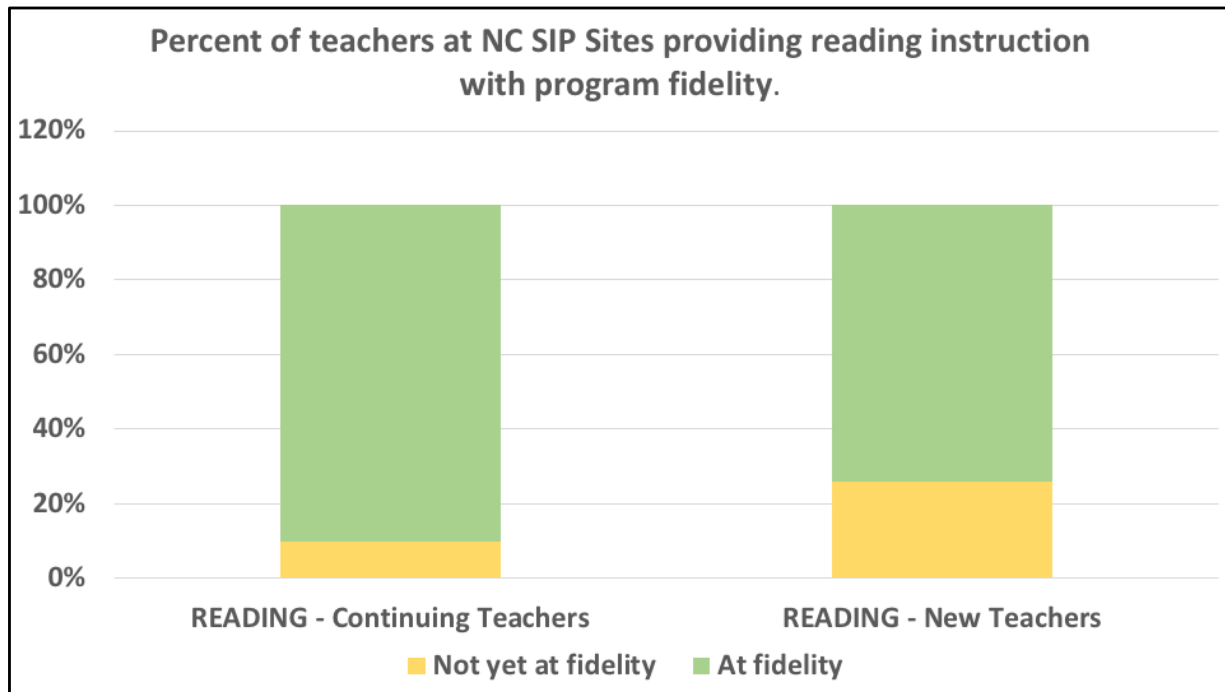


Fidelity



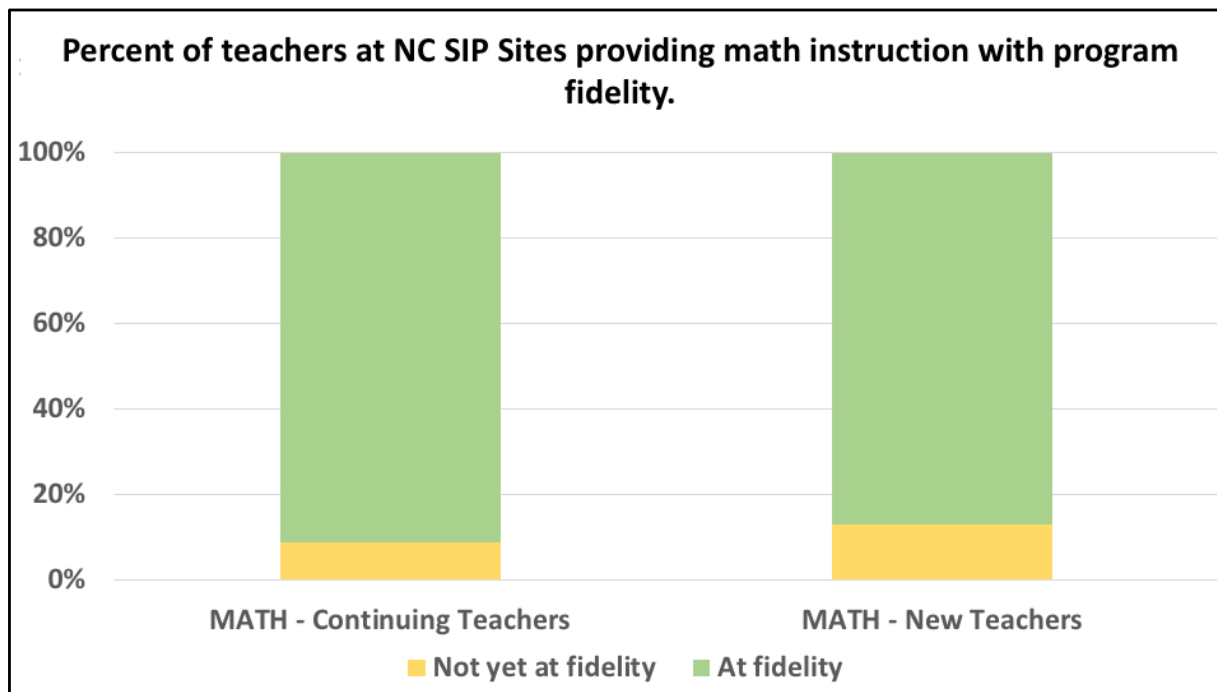
Reading fidelity

NC SIP LEAs are required to observe teachers who: 1) have completed Reading/Math Foundations coursework, 2) have completed Reading/Math Model training, **and** 3) are implementing or will be implementing a reading/math model program. Since newer teachers need additional support and observation to ensure they understand and implement the instructional model with fidelity, they are observed three times. The goal is that by the third observation opportunity, the teacher has had enough practice and coaching to implement the reading program with fidelity. The third fidelity score is used as a benchmark for continued observation and coaching. From this point forward, the teachers are required to be observed at least one time in the school year to support their continued implementation of the reading program with fidelity.



Reading fidelity

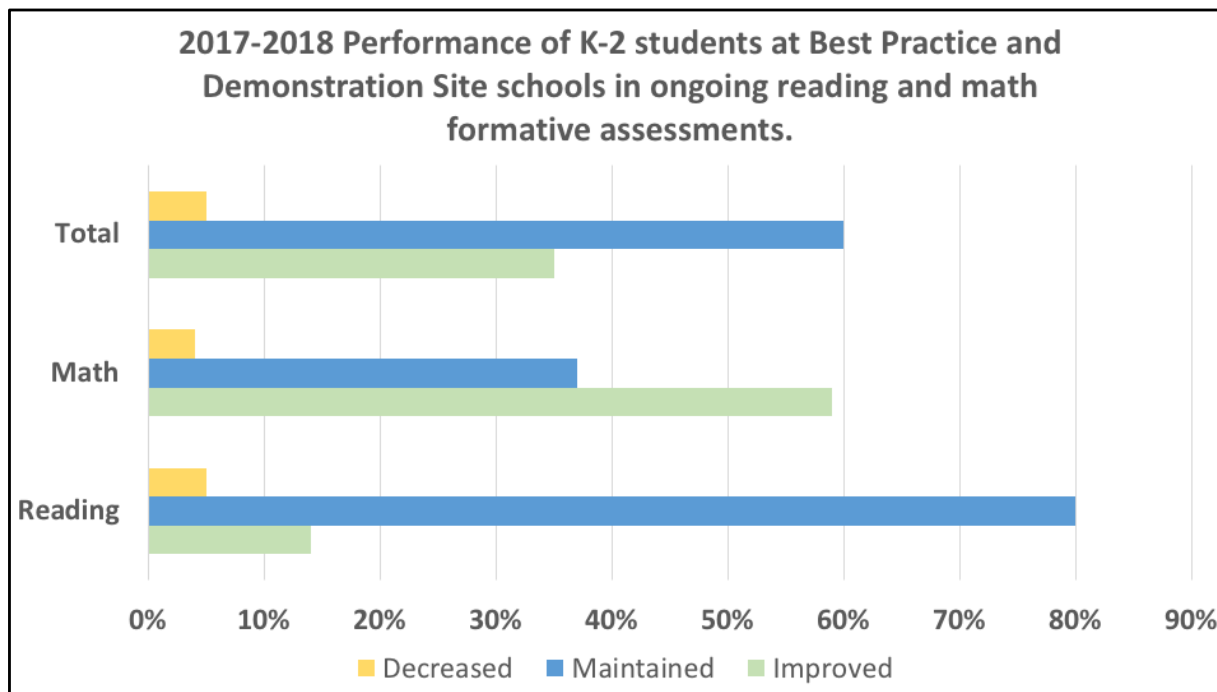
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Formative Student Assessment

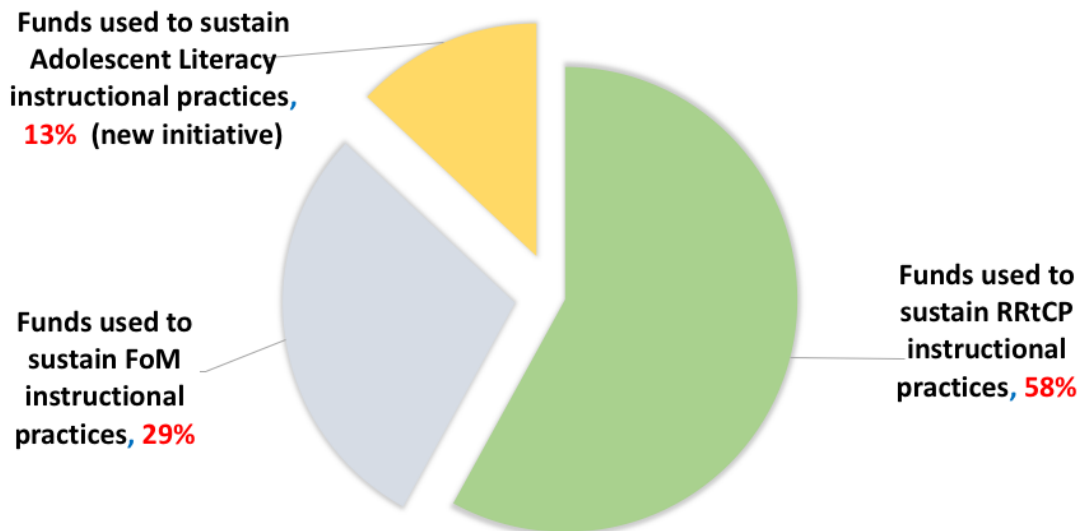


Reading the “total” bar in the graph above, one can see that 35% of the students improved on their formative assessments from fall to spring. The majority of students at least maintained their performance from fall to spring (60%).

NC SIP staff and evaluators will conduct further analyses of the data to determine areas of focus for supporting the teachers and coaches in the Best Practice and Demonstration sites. These efforts will support the goal to increase the percentage of students making improvements in the coming year.

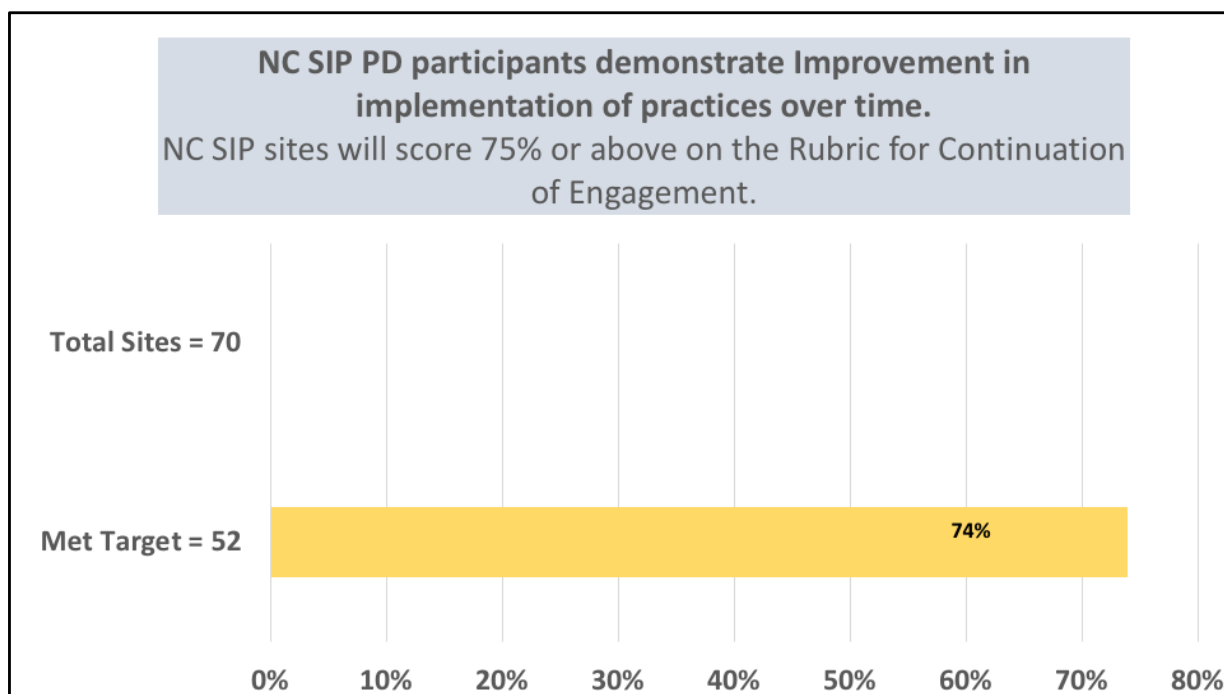
Continuous Improvement

NC SIP sites use funds to provide follow-up activities designed to sustain the use of course instructional practices.



In this reporting period, the final PRC-082 forms for the 2017-2018 school year were analyzed to determine the approximate percentages spent on sustaining the practices in each of the initiatives (e.g., reading, math, and adolescent literacy). As of the reporting period end, of the \$251,304 reported by NC SIP sites that was spent on follow-up professional development, 58% percent was spent on reading, 29% on mathematics, and 13% on adolescent literacy. These data indicate that NC SIP exceeded their target for the reading initiative, while falling just short of their targets for mathematics and adolescent literacy.

In the coming year, NC SIP staff and evaluators will review the process for reporting these data to ensure it is complete and reflects the engagement of the participating sites.



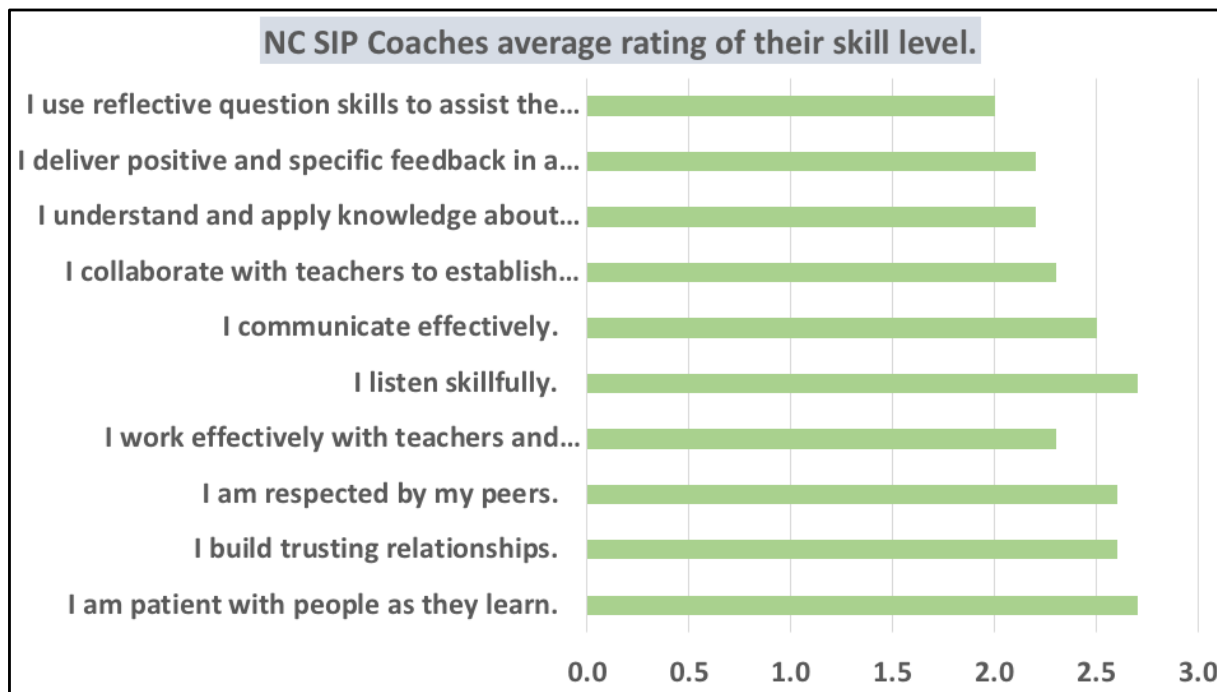
District Engagement and Implementation

Annually, NC SIP Regional Consultants work with the district level NC SIP Coordinators and teams to review activities and plan for effective implementation of the project professional learning and supports accessed by the participating sites. To facilitate this process, a structured discussion is conducted using the Developmental Review (DR) form as a guide to address the expectations of engagement in the project. The review tool is comprised of five sections: A) NC SIP project implementation, B) Professional Development, C) Student Progress Evaluation Status; and D) Parent involvement., and E) Project Strengths/Needs. The NC SIP Regional Consultant indicates whether the site has “Met,” “Partially Met,” or “Not Met” the item, or if the item is “Not Applicable” based on discussion with the district team.

In addition to the DR facilitated process, a review of expenditure of funds is conducted and opportunities for NC SIP Regional Consultants to strategize ways to use funds to support the areas of need that may have been identified through the DR process. Similarly, a review of the current Implementation Plan is reviewed to assess the specific project activities and progress made toward those. Points are assigned based on the district's achievement of expectations for their level of engagement in the project (e.g., Network, Best Practice, or Demonstration). To take a comprehensive look at the district capacity and implementation status, NC SIP staff complete the *Rubric for Continuation or Increased Level of Engagement*. This rubric combines the DR scoring (total items "met"), Implementation Plan scoring (points for achieving expectations), and expenditures into a composite that is used to assess continuation of current or increased engagement in the project. For example, this comprehensive review may support a Network Site moving toward being considered for a Demonstration Site level of engagement.



Coaching



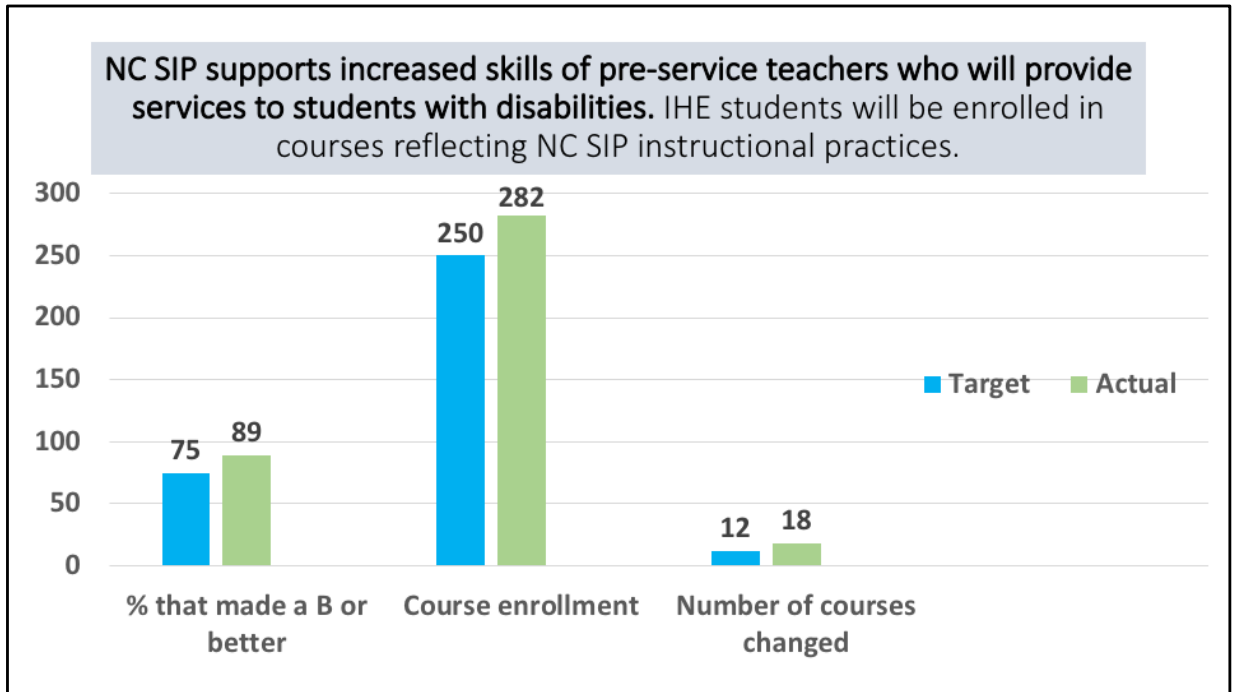
Coaching Outcomes

NC SIP consultants have been working with regional and district coaches to provide professional development and coaching to prepare them to coach teachers at the NC SIP sites in the coming year. This has included professional development sessions at conferences, webinars, and providing resources for coaches to access as needed. The district coaches were tasked with creating a plan for providing observation and coaching to at least one teacher in their district by the end of the school year.

To address the performance measure on the extent to which the NC SIP professional development and supports enhanced the coaches' skills, data was collected from the coaches regarding their perceptions of their *current* skills and knowledge. The method used to collect the data was a self-assessment survey distributed to 23 district coaches. The self-assessment included items on coaching skills and relationship skills and each item included a rating of skill level from 1 to 3, with 3 being the highest level. Responses were received from 11 of the coaches and the results are summarized in the graph.

Institutions of Higher Education

NC SIP has partnered with four Institutes of Higher Education (IHE), which include 1) University of North Carolina Charlotte (UNC Charlotte); 2) North Carolina State (NC State); 3) University of North Carolina Pembroke (UNC Pembroke); and 4) East Carolina University. All four partnering IHEs have embedded the Reading Research to Classroom Practice (RRtCP) and Foundations of Math (FoM) instructional practices into coursework offered as part of their special education teacher licensure programs.



The graph displays the number of courses with RRtCP and FoM content embedded at each of the four partnering IHEs and the number of students enrolled in those courses in the 2016-2017 academic year.

The four partnering IHEs have revised 18 courses to reflect NC SIP’s instructional practices. Two hundred and eighty-two (282) students were enrolled in those courses. The decision was made to use the percentage of students enrolled in the IHE courses who earned a “B” or higher as a measure of knowledge gained. For this reporting period, 252 of the 282 or 89% achieved this result. Therefore, NC SIP exceeded its performance target of 75%.

NC SIP has exceeded the targets for each of these performance measures.

Thank you for your attention.

For additional information, you may contact:

Paula.Crawford@dpi.nc.gov

or visit

www.ncsip.org

