



Idaho

State Systemic Improvement Plan



IDAHO STATE DEPARTMENT OF EDUCATION
"SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE"

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State Systemic Improvement Plan (SSIP) Phase III – Year 2 Report

A. SUMMARY OF PHASE III YEAR 2

Idaho's State Systemic Improvement Plan is designed to "increase the percent of fourth grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced." Based on input from a broad base of stakeholders, Idaho Department of Education (ISDE) has selected a multi-strand, multiyear implementation of evidence-based practices (EBPs) to positively impact students. EBPs are identified on two levels: **State/District Level** - Implementation Science and Continuous Improvement Strategies; and **Coaching/Instructional Level** – professional development related to the five foundational reading skills, Explicit Instruction, and Instructional Coaching.

In 2015-2016 the Results Driven Accountability (RDA) Coordinator position was housed at Boise State University Special Education Support and Technical Assistance (SESTA) (sub-award project) site. In 2016-2017 the RDA Coordinator position was housed 50% at Boise State SESTA and 50% at the ISDE. At the end of the 2016-2017 school year, the position was incorporated back into the ISDE, resulting in a staffing change. Having the RDA position at the ISDE has provided additional opportunities for alignment and collaboration across the ISDE and the development of collaborative and shared resources.

Idaho's Phase I SiMR was *"increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured by the state summative assessment, currently ISAT by Smarter Balanced."* In Phase II, the State Team discussed at length the benefits of changing the target from proficiency to student growth, as explained in detail in Idaho's Phase II SSIP. In December 2016, the State Team consulted with representatives from OSEP and received confirmation that transitioning the SiMR to a growth model would be acceptable and were subsequently coached on growth model formats and processes (ISDE SSIP Phase III, submitted 2017, pg 5).

Phase III, Year 1, submitted in March of 2017, reflected OSEP guidance that encouraged states to align the SSIP to their State Personnel Development Grant (SPDG) and the Every Student Succeeds Act, Idaho's Consolidated Plan (ESSA). Unfortunately, Idaho's Consolidated Plan was returned for clarification and revision twice by the U.S. Department of Education and was recently approved at the beginning of 2018. Idaho's Consolidated Plan as revised did not align with the growth measures outlined in Phase III, Year 1 submission. Also, ISDE was not awarded the SPDG resulting in the loss of Idaho's external evaluator position and support for professional development. As a result, the project was scaled back to adjust for the changes in resources. Based on the changes in resources and misalignment with Idaho's Consolidated Plan it was determined that ISDE would revert from *"increase **growth** of students with disabilities from 3rd to 4th grade in literacy achievement on the state summative assessment, ISAT by Smarter Balanced"* back to *"increase the **percent** of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured by the state summative assessment, currently ISAT by Smarter Balanced."*

1. Idaho State Identified Measurable Result and Logic Model

The Idaho State Identified Measurable Result (SiMR) was developed in collaboration with stakeholders. ISDE's aim, as outlined in the SiMR, is to "increase the percent of fourth grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced."

The Results Driven Accountability project, Indicator 17: State Systemic Improvement Plan (SSIP) and SiMR identifies and reports data in Indicator 3C: Scored proficient or above on the Regular Statewide Assessment. Student-level data is collected via Idaho's selected testing vendor, American Institute on Research (AIR). Further detailed information about data collection, methods, and tools for Indicator 3C can be found in Idaho's FFY 2016 Part B State SSP/APR.

In the Phase III, Year 1 submission, Idaho's Logic Model was revised from the phase II submission based on OSEP guidance to align the SSIP with the State Personnel Development Grant (SPDG) professional development (PD) activities. After receiving notification that the SPDG would not be funded, Idaho utilized various stakeholder group guidance, direction, and feedback to modify the Logic Model to reflect the work that continues making progress toward the Idaho SiMR and is within the capacity of the ISDE. The Logic Model is a detailed description that represents the theory behind our multi-year activities and projected yearly outcomes for each implementation year of the project.

Idaho's revised SSIP *Cultivating Leaders to Grow Young Readers Logic Model*, (Logic Model) (Figure 1) outlines how project improvement strategies will be implemented through PD activities to build both local education agency (LEA) capacity for coaching and teaching staff to use explicit instruction to increase reading achievement of students with disabilities (SWDs). The components of the Logic Model are as follows: (a) Inputs (what we invest) – the resources used to implement the activities of the Idaho SSIP plan; (b) Outputs (evidence of what we do and who we reach) – the activities at the state, district/school, and coaching/teaching staff levels; and (c) Outcomes (what we achieve) – the intended change executed over 4 years; Readiness, Implementation, Sustainability, and Scale-Up. Readiness and Implementation outcomes focus on changes in knowledge, understanding, and awareness (i.e., learning). Sustainability and Scale-Up outcomes focus on changes in behaviors and/or demonstrated application of practices/skills. Readiness outcomes are achieved first, followed by Implementation, Sustainability, and Scale-Up, which lead to achieving Idaho's SiMR.

2018 SSIP Logic Model Phase III Year 2 Modified

Inputs: Project Staff (ISDE): Director of Special Education, SPDG Project Director, RDA Coordinator

Collaborative Partners: RESET Project, Boise State University, Idaho Commission for Libraries, ISDE Literacy Coordinator, Idaho Coaching Network, NCIL, NCSI

Equipment & Materials

Technology & Software

State Activities: Establish a high functioning internal state team to create procedures for sharing resources that support districts to implement initiatives related to improving literacy.

District/School Activities: Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts.

Coach/Teacher Activities: Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Outputs: ISDE team meeting minutes, ISDE team action items, Implementation framework (PDSA) cycle documents, Training and Technical Assistance attendance & satisfaction, Online modules participation, satisfaction, Instructional staff video taped lessons, Coaching support time logs, Process Evaluation

Readiness Year State Outcome: Increase awareness of resources available to districts that provide system level support for implementation of literacy initiatives. **District/School Outcome:** Increase knowledge of effective school-wide literacy program components and implementation frameworks. **Coach/Teacher Outcome:** Increase knowledge of special education teachers and coaches in reading pedagogy and evidence based practices for teaching reading.

Implementation Year State Outcome: Improve access to resources available to districts that provide system level support for implementation of literacy initiatives. **District/School Outcome:** Improve understanding of incorporating effective school-wide literacy program components using implementation frameworks. **Coach/Teacher Outcome:** Improve understanding for implementing explicit instruction in reading. Improved understanding for implementing instructional coaching practices.

Sustainability Year State Outcome: Increase usage of resources available to districts that provide system level support for implementation of literacy initiatives. **District/School Outcome:** Increase demonstrated competency to incorporate effective school-wide literacy program components using implementation frameworks. **Coach/Teacher Outcome:** Increase demonstrated competency to implement, with fidelity, explicit instruction for teaching reading with effective coaching supports.

Scale Up Year State Outcome: Increase capacity of districts to utilize resources available that provide system level support for implementation of literacy initiatives. **District/School Outcome:** Increase capacity to sustain, with fidelity, effective school-wide literacy program components using implementation frameworks. **Coach/Teacher Outcome:** Increase capacity to sustain, with fidelity, the implementation of explicit instruction for teaching reading with effective coaching supports

SiMR: Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured by the state summative assessment, currently ISAT by Smarter Balanced.

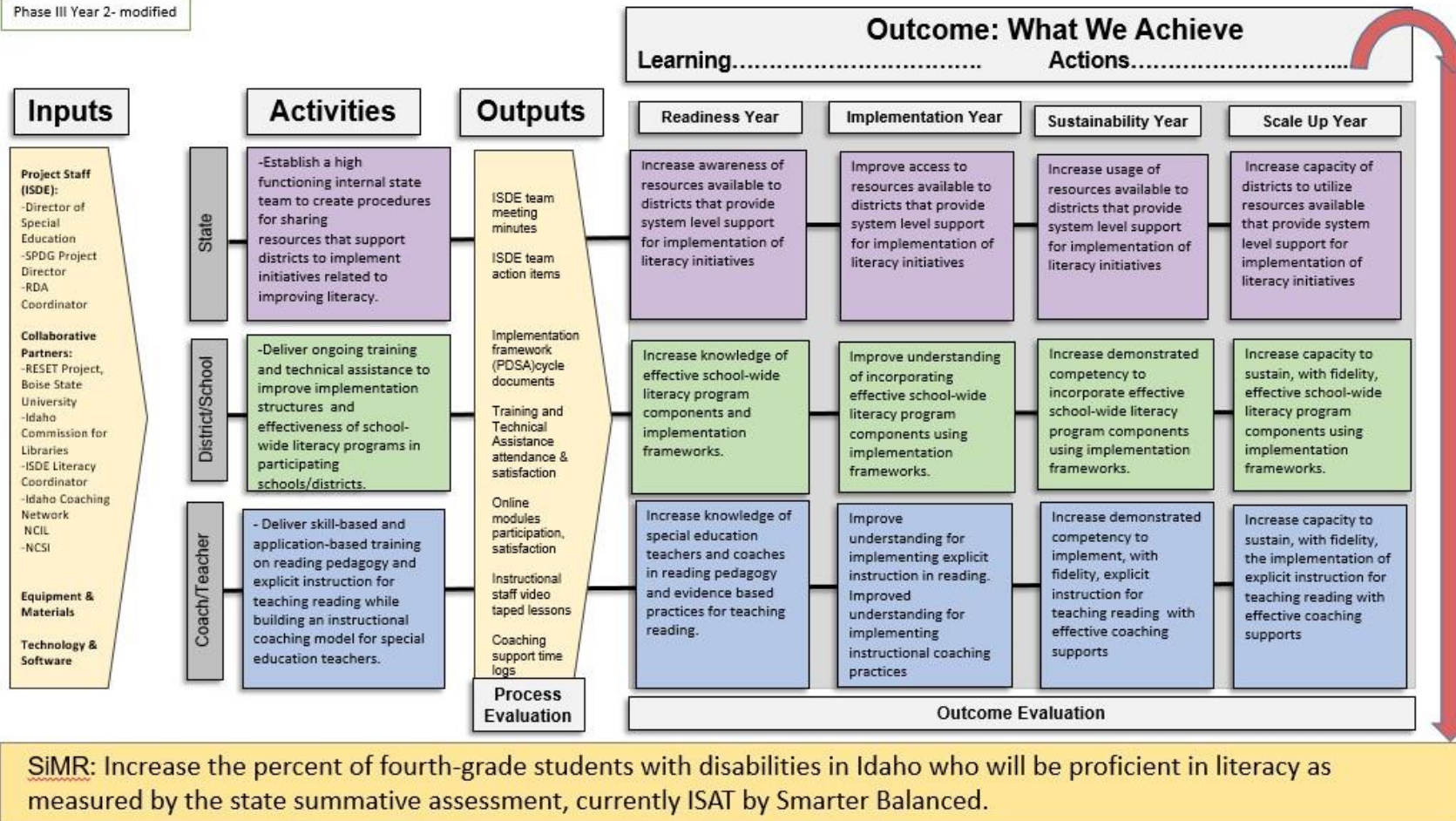


FIGURE 1. CULTIVATING LEADERS TO GROW YOUNG READERS LOGIC MODEL

2. Summary of Improvement Strategies and Principle Activities

Phase III, Year 2 improvement strategies and principle activities addressed state systems activities and the development and implementation of high-quality professional development (PD). The State Leadership Team expanded to include membership from across the ISDE representing personnel from Assessment and Accountability, Federal Programs, Special Education, Content, English/Literacy Language, and Multi-Systems of Support. The expansion of the State Team resulted in cross department alignment of resources, PD, and consistent messaging related to literacy in LEAs. The State Team continues to scale up EBPs in nine school districts, representing all six regions of the state. ISDE is currently recruiting districts to be part of Cohort 3, which will begin a new Readiness Year in the fall of 2018.

ISDE is committed to providing high quality evidence-based literacy PD and instructional coaching to support cohort districts in the implementation of evidence-based reading practices, explicit instruction, and the evaluation of the effectiveness of implementation to meet the needs of SWDs. Phase III, Year 2 addressed the implementation of EBPs, including numerous PD opportunities for district leadership teams, instructional coaches, and teaching staff. Through the utilization of newly formed partnerships with the National Center on Improving Literacy (NCIL), Boise State University Recognizing Effective Special Education Teachers (RESET) Project, and expanded district cohorts, the ISDE continued to leverage resources and internal infrastructure to support implementation of EBPs to improve instruction for SWDs.

ISDE places a high value on stakeholder engagement. During Phase III, Year 2, ISDE evaluated the stakeholder groups represented in the project and determined two additional voices were needed. One new stakeholder group represented a parent and community perspective and the other represented special education directors from around the state. Additionally, ISDE worked to increase the depth of stakeholder engagement.

3. Evidence-Based Practices Implemented To Date

During Phase III, Year 2, ISDE's primary focus on EBPs was directed at the district/school and coaching/teaching levels of implementation. The project identified five specific evidence-based tools:

1. Implementation Science Framework (AI Hub: The National Implementation Research Network's Implementation, n.d.)
2. Plan, Do, Study, Act (PDSA) Continuous Improvement Cycle,
3. Instructional Coaching,
4. Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (IES Foundational Skills for Reading) (Foorman et al., 2016), and
5. Explicit Instruction (Johnson, Moylan, Crawford, & Zheng, 2017)

District teams received PD and technical assistance (TA) on the use of the Implementation Science Framework to guide the process of implementing evidence-based literacy practices and evaluating the success of their implementation. The PDSA cycle was used to assist districts in developing a plan for implementing change, evaluating the effectiveness of their plan, and making adjustments over the course of the project. Instructional coaches and teaching staff utilized the IES Foundational Skills for Reading and explicit instruction to provide evidence-based instruction and deliver the instruction with fidelity.

6. Brief Overview of the Year's Evaluation Activities, Measures, and Outcomes

- Created and implemented an application process for the project
- Named the project: *Cultivating Leaders to Grow Young Readers*
- Selected additional four districts to participate as Cohort 2, based on an application process and review of district readiness
- Standardized district leadership membership to represent both general and educational staff
- Modified the evaluation plan to include process and outcome measures
- Partnered with NCIL and Boise State University RESET Project to adopted outcome measurement tools, as well as provide PD related to the use of the tools in measuring implementation fidelity
- Created 20 online evidence-based Foundational of Reading modules available to all school district personnel throughout the state at no cost
- Delivered in-person PD on IES Foundational Skills for Reading and use of the Planning and Evaluation Tool for Reading (PET-R) (Kame'enui & Simmons, 2003) to nine participating school districts, including 63 district staff.
- Delivered in-person instructional coaching training to project staff, as well as Title 1 Capacity Building Coaches
- Increased stakeholder input and expanded depth of interaction of stakeholders.

7. Highlights of Changes to Implementation and Improvement Strategies

During Phase III Year 2, ISDE engaged of the Implementation of the identified EBPs with four additional LEAs. During Phase III Year 1, seven LEAs were identified to participate in the SSIP project. At the end of year 1, two districts dropped out, due to conflicts with district priorities. Based on stakeholder input and development of an application process, ISDE brought four additional districts to the project, with plans to add four to six additional districts each year. The additional districts will increase the number of students, teachers, and district teams that will benefit from the identified improvement strategies. The *Cultivating Leaders to Grow Young Readers* application is found in Appendix A.

In Phase III, Year 1, districts did not have specifically identified leadership team members. Two district elementary school teams had no general education teachers or administrative staff represented. After careful consideration and stakeholder input, it was determined that critical team members needed to be involved to create sustainable change within an elementary school. Key roles and responsibilities were discussed and required team members were identified. Starting in Phase III, Year 2, all participating districts identified a leadership team, consisting of a special education director, elementary school principal(s), district coach, special education teacher(s), and general education teacher(s). In September 2017 all team members from nine LEAs attended a Fall Kick-Off event that included training on IES Foundational Skills for Reading, utilization of the PET-R, and review of the RESET Rubric. A calendar of expectations was distributed to district teams outlining the project expectations for the coming year. The *Readiness Year Cohort Calendar* is found in Appendix B and the *Implementation Year Cohort Calendar* in Appendix C.

In addition to identifying specific leadership team members, bi-monthly leadership calls were held. During these calls, district leadership teams were provided with TA to guide the implementation activities within their districts. Between calls, teams met regularly to develop an action plan and reported progress to ISDE. Individual members were required to participate in collaboration calls, attend trainings, and provide feedback.

The RDA coordinator collaborated with other federal programs and content staff to align the SSIP work to other state projects and priorities. Moving the RDA coordinator position back to the ISDE facilitated greater collaboration within ISDE. Collaboration efforts resulted in the sharing of PD activities, resources, and planned activities to develop a consistent messaging format for reading and literacy.

B. PROGRESS IN IMPLEMENTING THE SSIP

1. Description of the State's SSIP Implementation Progress

a. Description of extent to which state has carried out planned activities

Phase III, Year 1 activities focused primarily on creating a state system to implement the SSIP. The SPDG was written to align with the SSIP and provide the PD necessary to reach the SiMR. Due to the loss of SPDG funds, ISDE made the decision to focus more state efforts on PD to meet the SiMR and scale back the state system efforts to focus only on activities necessary to support the SSIP.

Activities identified in Phase III, Year 1 addressed state-level activities that included resource alignment, increased authentic engagement, identification of TA activities to support cohort districts and development of a multi-year plan, identification of PD for continuous improvement, and development of an evaluation plan.

Activities completed

- Expansion of the high-functioning State Team to include state-level representation from the Title 1, Parent and Community Involvement, English Language Arts/Literacy (ELA), Multi-Tiered System of Supports (MTSS), English Learner - Title III (EL), Special Education, and Assessment and Accountability Departments. This team met to align literacy activities across Departments, to share PD activities, resources and tools across Departments developed, and to share PD activities, resources and tools with school districts.
- Development of a resource alignment process to identify and align state-level resources. This was done through bi-monthly meetings of the State Team.
- Development of an authentic engagement process and the addition of stakeholder groups to address gaps in stakeholder involvement.
- Alignment of the SSIP with the SPDG.
- Delivery of TA and resource support through bi-monthly calls with the district leadership teams.
- Delivery of PD on the district, coach, and instructional level, as identified in Phase III, Year 1 (reported in Tables B, C and D: Evaluation Activities, Measures, and Outcomes).

- Development and application of an evaluation plan to support state implementation of Phase III, Year 2 activities (reported in Tables B, C, and D: Evaluation Activities, Measures, and Outcomes).

Activities in progress

- Evaluation User Guide to share program data with stakeholders, scheduled for completion in August 2018.

Activities not completed due to loss of funds

- Creation of a Stakeholder Engagement Guidebook. ISDE will continue to utilize *Leading by Convening* (Cashman et al. 2014) and other resources developed by national TA partners.

b. Intended outputs that have been accomplished as a result of the implementation activities

A sample of activities completed during this phase are presented in Implementation Activities and Outcomes Appendix D in chronological order, which best reflects the planning and development that occurred while weaving together state-level, district/school, and coaching/teaching activities. Each event contributed to the planning and implementation of the next event.

Outputs identified in Phase III, Year 1 addressed state-level activities that included resource alignment, increased authentic engagement, identification of TA activities to support cohort districts and development of a multi-year plan, identification of PD for continuous improvement, and development of an evaluation plan.

2. Stakeholder Involvement in SSIP Implementation

a. How stakeholders have been informed of the ongoing implementation of the SSIP

ISDE continues to utilize *Leading by Convening* (Cashman et al., 2014) as an essential tool to develop Idaho's vision for identifying and involving multiple stakeholder groups. Stakeholder groups serve different functions, depending on their designation as an internal stakeholder or an external stakeholder. Internal stakeholders are associated with the work of the ISDE, whereas external stakeholders represent parents, community members, LEAs, institutions of higher education, or a combination of members. Internal stakeholders meet to ensure the ISDE mission and vision are aligned to activities and priorities, provide oversight and guidance on a

unified mission, share resources, and provide cohesive TA to LEAs. External stakeholders serve an advisory capacity. External stakeholders provide input from additional perspectives; ensure that projects support the diversity of LEAs' needs; provide advice and support the use of developed materials; and provide a connection to the field of education, community, and parents of SWDs. Both internal and external stakeholders meet at least quarterly.

In Phase III – Year 2 the State Team and key stakeholders evaluated the composition of stakeholder representation and identified the need for two additional stakeholder groups, resulting in the creation of the Idaho Enhanced Literacy Collaborative and the inclusion of district special education directors throughout the state. The Idaho Enhanced Literacy Collaborative identified the need for sharable parent friendly materials to benefit general education and special education students. Membership represents a collaboration of parents and community partnerships; Idaho Parents Unlimited (IPUL, Idaho Commission for Libraries, and Idaho SESTA. Including special education directors, whether they were SSIP districts or not, keeps all directors informed about the progress of the project and encourages participation in upcoming cohorts.

In addition to assuring representation of the relevant stakeholders, ISDE made a conscious effort to utilize concepts outlined in *Leading by Convening* (Cashman et al., 2014) to increase the depth of stakeholder group interactions with the project. *Figure 2* illustrates the *Leading by Convening* (Cashman et al., 2014) concepts used to inform the stakeholder group interaction process.

The Partnership Way Leading by Convening Flowchart – Description of stakeholder engagement level

Habits of interaction: Coalescing around issues, ensuring relevant participation, and doing the work together

Elements of Interaction: Adaptive, Technical, operational that lead to operational decision: Key actions and behaviors that require your attention.

Depth of Interaction are reflected in four levels: Informing, Networking, Collaborating, Transforming.

Level 1: Informing sharing/disseminating one-way communications.

Level 2: Exchanging two-way communication

Level 3: Engaging working together on the issue over time

Level 4: Committing approaching issues through engagement and consensus building

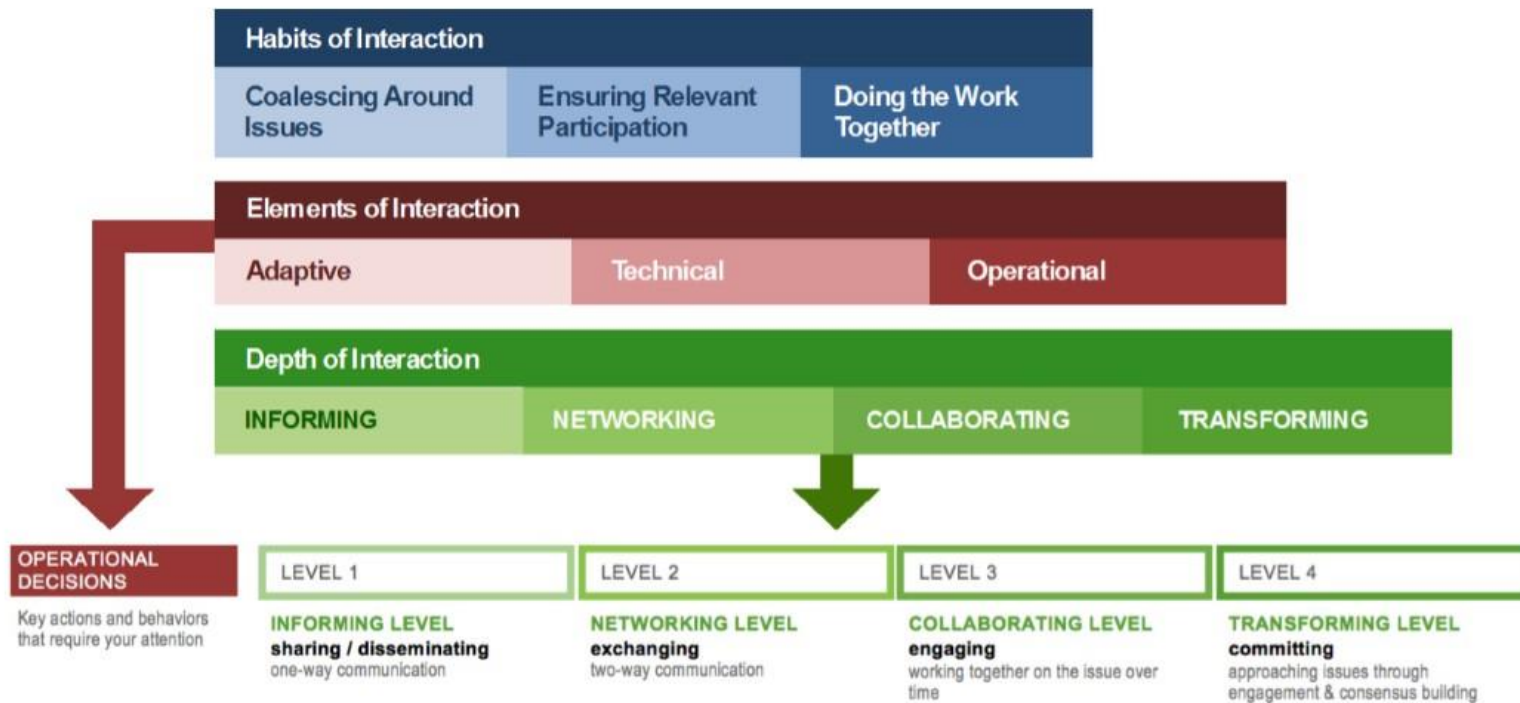


FIGURE 2: THE PARTNERSHIP WAY LEADING BY CONVENING

(Cashman et al., 2014, pg. 10)

b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP

Internal and external stakeholder groups participated, and will continue to participate, in evaluating data; providing input; addressing barriers; and recommending changes, improvement strategies, or other solutions. Stakeholder input is reflected in

meeting minutes, presentations, and other forms of formal communications. Table A documents the work of internal and external stakeholder groups and the *Leading by Convening* levels of stakeholder engagement outlined in Figure 2 (Cashman et al. 2014).

TABLE A: STAKEHOLDER ENGAGEMENT

| Stakeholder Engagement | | | | |
|---|--|---|--|-------------------------------|
| Stakeholders | Membership Overview | Implementation Involvement | Evaluation Involvement | Timetable |
| 1. State Department of Education Special Education Department | Internal: All staff employed by the SDE who are assigned to the Special Education Department Transforming Level | Disseminate information, revise monitoring and support of districts, identify and align PD and TA practices | Evaluate student, district, and state data, evaluate improvement strategies and recommend changes or additional strategies if an when necessary | Weekly staff meetings |
| 2. SDE English Language Arts/Literacy Department/SDE Federal Programs | Internal: SSIP, MTSS, Title 1, Family and Parent Engagement Coordinator, and ELA Coordinators and respective supervisors as needed Transforming Level | Department wide activities related to literacy practices, material, and TA offered to districts | Evaluate instructional and coaching data, evaluate improvement strategies and recommend changes or additional strategies if an when necessary | As needed, at least quarterly |
| 3. The SSIP Cohort districts | External: District identified teams Transforming Level | Plan development, identification of barriers at the district level, PD and TA needs | Evaluate student, teacher, district, and state data, evaluate improvement strategies and recommend changes or additional strategies if an when necessary | Every other month |

| Stakeholder Engagement | | | | |
|--|--|---|--|-----------|
| Stakeholders | Membership Overview | Implementation Involvement | Evaluation Involvement | Timetable |
| 4. Special Education Advisory Panel (SEAP) | <p>External: The panel includes select organizations that are specifically focused on the needs of individuals with disabilities</p> <p>Collaborating Level</p> | Improve inclusive practices in the Cohort districts and statewide. | Evaluate SSIP program data, evaluate improvement strategies and recommend changes or additional strategies if an when necessary | Quarterly |
| 5. Directors Advisory Panel (DAC) | <p>External: DAC is comprised of Special education directors that represent all six regions in Idaho. The function of DAC is to be a communication conduit, collaborate, and improve special education in Idaho</p> <p>Collaborating Level</p> | Plan development from district leadership perspective, leadership supports, and alternate measures of student growth beyond the state summative assessment. | Evaluate SSIP program data, evaluate improvement strategies and recommend changes or additional strategies if an when necessary | Quarterly |
| 6. Idaho Enhance Literacy Collaborative | <p>External: State Team, SDE Special Education Director, SESTA, Idaho Parents Unlimited (IPUL), member of Idaho Commission on Libraries</p> <p>Collaborating Level</p> | Identify EBPs, develop and disseminate parent friendly resources and tools, | Evaluate district and state data evaluate improvement strategies and recommend changes or additional strategies if an when necessary | Quarterly |

| Stakeholder Engagement | | | | |
|---|--|---|--|-------------------------------|
| Stakeholders | Membership Overview | Implementation Involvement | Evaluation Involvement | Timetable |
| 7. District special education directors | <p>External: Special education directors representing all LEAs from across the state</p> <p>Networking Level</p> | The RDA coordinator make presentation to the Regional special education directors meeting. Shares information out through Directors Webinars, Directors are able to ask questions and encouraged to participate in online activities. | Provided with their individual district and state data to self-evaluate need for improvement or state-level TA | As needed, at least quarterly |

C. DATA ON IMPLMENTATION AND OUTCOMES

1. How the State Monitored and Measured Outputs to Assess Effectiveness

- a. How the evaluation measures align with the Logic Model, key data sources, collection schedule, and baseline data

The activities and processes outlined in the previous SSIP Logic Model were dependent on SPDG funding to provide professional development to SSIP districts. *The Cultivating Leaders to Grow Young Readers* Logic Model identifies intended outcomes over four implementation years with three strands: state, district/school, and coaching/teaching staff. The evaluation measures aligned with the modified Logic Model, key data sources, collection schedule, and baseline data are captured in Tables B, C, and D. The evaluation plan incorporates key questions to help focus the evaluation process. Data collection instruments have been selected and the process for collecting data at scheduled intervals has been implemented.

The evaluation plan has been modified to include process and outcome data measurements, the collection of quantitative and qualitative data, with ongoing feedback from stakeholders for program improvement. Over the course of Phase III, Year 2, key stakeholders provided input and direction on 1) effective measures to capture the efficacy of identified improvement strategies, 2) likely data sources, and 3) the data collection schedule. Data sources are identified and aligned to each of the strands and take into account the four years of implementation.

During Phase III, Year 2, ISDE collaborated with internal, external, and key stakeholders to develop a more robust evaluation plan for the SSIP that is aligned with the Logic Model. Based on the input from stakeholders during the second year, ISDE implemented a three-strand approach to meet SSIP priorities: state, district/school, and coaching/teaching. Tables B, C, and D illustrate each type of measure, evaluation question, performance target/indicator, timeline and data collection method, analysis and reporting process, sharing of results process, and baseline data; separated by the state, district/school, and coaching/teaching strands.

ISDE identified process and outcome measures to evaluate the effectiveness of all implementation activities. The process uses ISDE-developed tools to evaluate what the project has done to implement the improvement strategies. The outcome measures evaluate results of the improvement strategies utilizing standardized tools developed by NCIL, RESET, and the ISDE. The standardized tools include: PET-R Revised, PET R Action Planning Tool (Kame'enui & Simmons, 2017), Explicit Instruction Rubric, Reading Module Survey, and PDSA Tool and are located in Appendices E-I. In the spring of each year, data measurements will be collected from participating SSIP districts and the RDA and MTSS Coordinators, then shared at the spring end-of-year meeting.

TABLE B: EVALUATION ACTIVITIES, MEASURES, AND OUTCOME STATE STRAND

| Logic Model Strand: State | | | | | | |
|---|--|---|--|--|--|---|
| Establish a high functioning internal state team to create procedures for sharing resources that support districts to implement projects related to improving literacy. | | | | | | |
| Process Measure: State Team Survey | | | | | | |
| Outcome Measures: Readiness, Implementation, Sustainability, and Scale-Up Cohort Leadership Team Survey(s) | | | | | | |
| Process and Outcome Project Measures | | | | | | |
| Type of Measure | Evaluation Questions | Performance Targets/Indicators | Timeline and Data Collection Methods | Analysis and Reporting Process | Sharing of Results Process | Baseline Data |
| Process | To what extent is the ISDE (internal) team functioning at a high level? | 80% of the components on the team survey score a 4 or 5 (frequent & almost always) | State Team Survey measuring team structure, communication, and focus | Quantitative percentage of items scored 4 or 5 on the survey | Team level summary report used to improve team functioning | Baseline data was reported in 2017. As of Sept 2017 all team members have changed. New baseline data will be collected May 2018. |
| Process | To what extent does the ISDE (internal) team utilize stakeholder feedback | 80% of State team members will report that the team utilizes stakeholder feedback 100% of the time. | State Team Survey (Likert type scales and open-ended questions) | Qualitative and quantitative data analysis | Team level summary report | Baseline data will be collected May 2018 |

Logic Model Strand: State

Establish a high functioning internal state team to create procedures for sharing resources that support districts to implement projects related to improving literacy.

Process Measure: State Team Survey

Outcome Measures: Readiness, Implementation, Sustainability, and Scale-Up Cohort Leadership Team Survey(s)

| | to improve SSIP implementation? | | | | | |
|---------|--|---|---|--|--|--|
| Outcome | To what extent does the ISDE (internal) team increase awareness of available resources for readiness districts? | 80% of special education directors in readiness will report that district awareness of state resources has increased. | Readiness Cohort Leadership Team Survey (Likert type scale and open-ended questions) | Qualitative and quantitative data analysis | Qualitative and quantitative data analysis of survey resulting annual data points. | Baseline data will be collected May 2018 |
| Outcome | To what extent does the ISDE (internal) team improve access to available resources for implementation districts? | 80% of special education directors in implementation will report that district access to state resources has improved. | Implementation Cohort Leadership Team Survey (Likert type scale and open-ended questions) | Qualitative and quantitative data analysis | Qualitative and quantitative data analysis of survey resulting annual data points. | Baseline data will be collected May 2018 |
| Outcome | To what extent does the ISDE (internal) team increase usage of available resources by sustainability districts? | 80% of special education directors in sustainability will report increased usage of state resources. | Sustainability Cohort Leadership Team Survey Annual survey (Likert type scale and open-ended questions) | Qualitative and quantitative data analysis | Qualitative and quantitative data analysis of survey resulting annual data points. | Baseline data will be collected May 2019 |

Logic Model Strand: State

Establish a high functioning internal state team to create procedures for sharing resources that support districts to implement projects related to improving literacy.

Process Measure: State Team Survey

Outcome Measures: Readiness, Implementation, Sustainability, and Scale-Up Cohort Leadership Team Survey(s)

| | | | | | | |
|---------|--|--|---|--|--|--|
| Outcome | To what extent does the ISDE (internal) team increase capacity of scale-up districts to utilize available resources? | 80% of special education directors in scale up will report increased capacity to utilize state resources. | Scale-UP Cohort Leadership Team Survey (Likert type scale and open-ended questions) | Qualitative and quantitative data analysis | Qualitative and quantitative data analysis of survey resulting annual data points. | Baseline data will be collected May 2020 |
|---------|--|--|---|--|--|--|

TABLE C: EVALUATION ACTIVITIES, MEASURES, AND OUTCOME DISTRICT STRAND

| Logic Model Strand: District and School | | | | | | |
|--|---|--|---|--|--|---|
| Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts. | | | | | | |
| Process Measures: PDSA, PD Survey, End of Year Cohort Survey, and Documented Attendance | | | | | | |
| Outcome Measures: PD Survey, End of Year Cohort Survey, and PET-R | | | | | | |
| Type of Measure | Evaluation Questions | Performance Targets/Indicators | Timeline and Data Collection Methods | Analysis and Reporting Process | Sharing of Results Process | Baseline Data |
| Outcome (Readiness, Implementation) | To what extent are district teams learning about the targeted content? (Training) | 80% of participants respond that they increased their knowledge of stated learning targets. | Professional Development Survey pre/post retrospective survey measuring knowledge gain. | Qualitative and quantitative data analysis of survey resulting bi-annual data point. | Evaluation summary report shared with internal stakeholder group and submitted in annual APR | Met Target – 89.8% |
| Comments: Participants responded agree/strongly agree to 3 post survey questions related to learning targets and utilizing content to improvement effectiveness of literacy programs. | | | | | | |
| Outcome (Readiness, Implementation) | To what extent are district teams learning about the targeted content? (Technical Assistance) | 100% of district teams will have 80% of participants respond that they increased their knowledge of stated learning targets. | End of Year Cohort Survey pre/post survey measuring knowledge gain. | Qualitative and quantitative data analysis of survey resulting bi-annual data point. | Evaluation summary report shared with internal stakeholder group and | Collected in May 2018 after final TA session. |

Logic Model Strand: District and School

Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts.

Process Measures: PDSA, PD Survey, End of Year Cohort Survey, and Documented Attendance

Outcome Measures: PD Survey, End of Year Cohort Survey, and PET-R

| | | | | | | |
|---------------------------------|--|---|---|---|---|--|
| | | | | | submitted in annual APR | |
| Outcome (Implementation) | To what extent are district teams improving implementation of effective school wide literacy components? | 60% of districts will have 50% of the items on the effective school-wide reading programs tool (PET-R) scored as partially or fully in place. | PET-R Effective school-wide reading programs tool (PET-R) completed in spring to show growth from year to year. | Quantitative data analysis of % of items partially or fully in place resulting % of growth and components in place. | Summary report shared with internal stakeholder group and submitted in annual APR | Growth data available after May 2018 collection. |
| Outcome (Sustainability) | To what extent are district teams improving implementation of effective school wide literacy components? | 80% of districts will have 75% of the items on the effective school-wide reading programs tool (PET-R) scored as partially or fully in place. | PET-R Effective school-wide reading programs tool (PET-R) completed annually in the spring by district teams. | Quantitative data analysis of % of items partially or fully in place resulting % of growth and components in place. | Summary report shared with internal stakeholder group and submitted in annual APR | Growth data available after May 2019 collection. |
| Outcome (Scale-Up) | To what extent are district teams improving | 100% of districts will have 80% of the items on the effective school-wide | PET-R Effective school-wide reading | Quantitative data analysis of % of items | Summary report shared with internal | Growth data available after |

Logic Model Strand: District and School

Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts.

Process Measures: PDSA, PD Survey, End of Year Cohort Survey, and Documented Attendance

Outcome Measures: PD Survey, End of Year Cohort Survey, and PET-R

| | | | | | | |
|--|---|---|---|---|--|---|
| | implementation of effective school wide literacy components? | reading programs tool (PET-R) scored as partially or fully in place. | programs tool (PET-R) completed annually in the spring by district teams. | partially or fully in place resulting % of growth and components in place. | stakeholder group and submitted in annual APR. | May 2020 collection. |
| Process (Sustainability, Scale-Up) | To what extent are district teams utilizing implementation frameworks to implement school-wide literacy programs? | 100% of district teams will complete a continuous improvement framework (PDSA) cycle quarterly. | PDSA Completed framework (PDSA) cycle documents submitted and reviewed quarterly. | Qualitative and quantitative data analysis of survey resulting bi-annual data points. | Evaluation summary report shared with internal stakeholder group and submitted in annual APR | Baseline data will be collected Aug 2018- April 2019 |
| Process (All Years) | How satisfied are district team members with the training provided? | 80% of participants will report satisfaction with training received. | Professional Development Survey End of training evaluation survey (Likert type scales and open-ended questions) | Qualitative and quantitative data analysis resulting in 1 data point | Summary report shared with internal stakeholder group and submitted in annual APR | Met Target – 94.3% |

Comment: Participants responded agree/strongly agree that they were satisfied with the overall quality of the training provided.

Logic Model Strand: District and School

Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts.

Process Measures: PDSA, PD Survey, End of Year Cohort Survey, and Documented Attendance

Outcome Measures: PD Survey, End of Year Cohort Survey, and PET-R

| | | | | | | |
|---|--|--|---|--|---|--|
| Process (All Years) | How satisfied are district team members with the technical assistance provided? | 80% of participants will report satisfaction with technical assistance received. | End of Year Cohort Survey (Likert type scales and open-ended questions) | Qualitative and quantitative data analysis resulting in 1 data point | Summary report shared with internal stakeholder group and submitted in annual APR | Collected in May 2018 after final TA session. |
| Process (All Years) | What is the attendance rate of district team members in technical assistance calls? | 100% of district teams in the project will have 80% of participating team members in attendance on technical assistance calls. | Documented Attendance Attendance at every other month district leadership calls captured in meeting minutes | % of members that attend meetings | Summary report shared with internal stakeholder group and submitted in annual APR | Did Not Meet Target 89.9% of district teams |
| Comments: Attendance was tracked at each technical assistance call. 89.9% of district teams had 80% or greater team members participate in technical assistance calls. One district, over the course of the year, had administrative turn over and were unable to continue receiving technical assistance. A new district team will formed for the 2018-2019 school year and technical assistance will resume. | | | | | | |
| Process (All years) | What is the attendance rate of district team members in the trainings provided? | 100% of district teams in the project will have 80% of participating team members in attendance at trainings. | Documented Attendance Attendance sheets with signatures for attended, | % of members that attended trainings | Summary report shared with internal stakeholder group and | Did Not Meet 77.7% of district teams |

Logic Model Strand: District and School

Deliver ongoing training and technical assistance to improve implementation structures and effectiveness of school-wide literacy programs in participating schools/districts.

Process Measures: PDSA, PD Survey, End of Year Cohort Survey, and Documented Attendance

Outcome Measures: PD Survey, End of Year Cohort Survey, and PET-R

| | | | | | | |
|--|--|--|---|--|----------------------------|--|
| | | | including name, email, and district | | submitted in annual APR | |
|--|--|--|---|--|----------------------------|--|

Comments: Seven of nine project district attended the fall training. Six of the seven districts who attended met the 80% participation rate. The two who were unable to attend the fall training rescheduled to receive training in-district within 60 days of the original training date. The date of the 2018 Fall training has been set, taking into account individual district calendars to avoid scheduling conflicts.

TABLE D: EVALUATION ACTIVITIES, MEASURES, AND OUTCOME COACHING/TEACHING STAFF STRAND

| Logic Model Strand: Coaching/Teaching Staff | | | | | | |
|---|---|---|---|--|---|--|
| Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers. | | | | | | |
| Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads | | | | | | |
| Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development) | | | | | | |
| Process and Outcome Project Measures | | | | | | |
| Type of Measure | Evaluation Questions | Performance Targets/Indicators | Timeline and Data Collection Methods | Analysis and Reporting Process | Sharing of Results Process | Baseline Data |
| Process (All Years) | How satisfied are coaches with the trainings provided? | 80% of coaches will report satisfaction with training received. | End of Year Cohort Survey (Likert type scales and open-ended questions) | Qualitative and quantitative data analysis resulting in 1 data point | Summary report shared with internal stakeholder group and submitted in annual APR | Met Target 90% |
| Comments: Coaches received two days of training in the fall, October and December 2017. Satisfaction was measured via a survey at the end of the second day. | | | | | | |
| Process (All Years) | What is the attendance rate of coaches at trainings provided? | 100% of project identified coaches attend the trainings. | Documented Attendance Attendance sheets with signatures for | % of coaches that attend trainings. | Summary report shared with internal stakeholder group and | Did Not Meet target 95% |

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

attended,
including name,
email, and district

submitted in
annual APR

Comments: The project provided two separate days of coaching training. On the first day 100% of coaches attended. One district, prior to day two of training, had administrative turn over and the coach was unable to attend. The coach has expressed interest in resuming during the 2018-2019 school year, once new administration is in place.

Process
(Readiness)

What is the participation and completion rate of **teachers and coaches** in online modules?

80% of project identified teachers and coaches will complete 100% of the online modules.

LMS Grade Book
Learning management system tracking of participation & completion

LMS grade book showing percentage of participation & completion each semester (December & May)

Summary report shared with internal stakeholder group and submitted in annual APR

Did Not Meet Target

48%

Comments: The reported percentage represents teachers and coaches who completed part 1 of the modules, offered in fall 2017. Of the 4 readiness districts required to complete the modules; 2 chose to work as a team with only 1 individual enrolling through the learning system impacting individual completion rates. In future years, individual enrollment through the LMS system will be required to ensure accurate completion data.

Process
(Implementation, Sustainability, Scale-Up)

What is the participation rate of **coaches** in online learning collaborative?

80% of project identified coaches will participate in online learning.

Documented Attendance
Role call & responses to open ended

Quantitative analysis of responses and % of members that attend meetings.

Summary report shared with internal stakeholder group and submitted in annual APR

Met Target

85%

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

questions at each session.

Comments: The project provided two separate online learning collaborative with a third scheduled in April 2018.

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>Process (Sustainability, Scale-Up)</p> | <p>At what frequency and duration, and what percent of teachers are receiving ongoing coaching?</p> | <p>90% of teachers will receive a minimum of 60 minutes of coaching on a monthly basis</p> | <p>Coaching Logs Coaches log entries (date, location, recipient, time spent, mode of support, focus of coaching) uploaded monthly by district coaches</p> | <p>Online coaches log data entered into excel document</p> | <p>Quarterly status updates from coaches log spreadsheets.</p> | <p>Baseline data will be collected Aug 2018-April 2019</p> |
| <p>Outcome (Readiness)</p> | <p>To what extent are teachers and coaches learning targeted content from online modules?</p> | <p>The online module training provided will have 90% of attendees respond that they understand the module content.</p> | <p>Reading Modules Survey(s) End-of-module retrospective pre-post survey measuring knowledge gain (Likert-type scale)</p> | <p>Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. (December & May)</p> | <p>Summary report shared with internal stakeholder group and submitted in annual APR</p> | <p>Met Target 93.3%</p> |

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

Comments: After completing each individual module participants were asked to rate their knowledge level, retrospectively. The percentage above represents combined responses of all participants across all 10 modules combined. Online module data is collected in winter for part 1 (modules 1-10) and late spring for part 2 (modules11-20). Reporting above is for part 1 in fall 2017.

| | | | | | | |
|---------------------------------------|---|--|--|--|--|--|
| <p>Outcome (Readiness)</p> | <p>To what extent are teachers and coaches able to apply learning from the online modules?</p> | <p>The online module trainings provided will have 90% of attendees respond that they can apply what was learned?</p> | <p>Reading Modules Survey(s) End-of-module evaluation survey measuring participants self-report ability to apply the sated learning objectives (Likert scale)</p> | <p>Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. (December & May)</p> | <p>Summary report shared with internal stakeholder group and submitted in annual APR</p> | <p>Did Not Meet Target 89.7%</p> |
|---------------------------------------|---|--|--|--|--|--|

Comments: After completing each individual module participants were asked about their ability to utilize the content retrospectively. The percentage above represents combined responses of all participants across all 10 modules combined. Online module data is collected in winter for part 1 (modules 1-10) and late spring for part 2 (modules11-20). Reporting above is for part 1 in fall 2017.

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>Process (Implementation, Sustainability, Scale-Up)</p> | <p>What is the submission rate of video- taped lessons by teachers?</p> | <p>100% of teachers will submit 15 video lessons within allotted timeframe.</p> | <p>Video Uploads Online database of submitted videos with date and time stamps.</p> | <p>Submission rate calculated based on number of videos submitted within timeframe allotted reported annually.</p> | <p>Summary report shared with internal stakeholder group and submitted in annual APR</p> | <p>Video submission timeframe is October 2017 through May 2018</p> |
|--|---|---|--|--|--|--|

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

| | | | | | | |
|--|---|--|---|---|---|---|
| | | | | | | |
| Outcome (Implementation) | To what extent are coaches learning about effective instructional coaching? | 80% of coaches will report increased knowledge from training received. | Professional Development Survey End-of-training survey measuring retrospective knowledge gain (Likert-type scale) | Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. (December & May) | Summary report shared with internal stakeholder group and submitted in annual APR | Met the Target – 100% |
| Comments: Coaches received two days of training in the fall, October and December 2017. Satisfaction was measured via a survey at the end of the second day. Participants responded agree/strongly agree that their knowledge increased from the training provided. | | | | | | |
| Outcome (Implementation) | To what extent are teachers able to implement effective explicit instructional strategies? | 60% of teachers will have 40% of the items on the RESET rubric scored as partially implemented or implemented. | RESET Rubric RESET rubric completed and calibrated 2 times per year (fall, spring) by coach | Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. | Summary report shared with internal stakeholder group and submitted in annual APR | Baseline data will be collected in May 2018 |

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

| | | | | | | |
|------------------------------------|---|---|---|--|---|---|
| | | | and teacher together. | | | |
| Outcome (Sustainability) | To what extent are district coaches providing instructional coaching with fidelity? | 80% of district coaches will have 60% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented. | Coaching Fidelity Rubric (In-development) Instructional coaching fidelity implementation rubric (FIR) completed annually in the spring by a project consultant via onsite observation | Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. | Summary report shared with internal stakeholder group and submitted in annual APR | Baseline data will be collected in May 2019 |
| Outcome (Sustainability) | To what extent are teachers able to implement effective explicit instructional strategies? | 80% of teachers will have 80% of the items on the RESET rubric scored as partially implemented or implemented. | RESET Rubric RESET rubric completed and calibrated 2 times per year (fall, spring) by coach and teacher together. | Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report. | Summary report shared with internal stakeholder group and submitted in annual APR | Baseline data will be collected in Fall 2018, Spring 2019 |

Logic Model Strand: Coaching/Teaching Staff

Deliver skill-based and application-based training on reading pedagogy and explicit instruction for teaching reading while building an instructional coaching model for special education teachers.

Process Measures: End of Year Cohort Survey, Documented Attendance, LMS Grade Book, Coaching Logs, Video Uploads

Outcome Measures: Reading Modules 1-20 Survey(s), PD Survey, RESET Rubric, Coaching Fidelity Rubric (In-development)

| | | | | | | |
|----------------------------------|--|---|---|---|--|--|
| <p>Outcome (Scale-Up)</p> | <p>To what extent are district coaches providing instructional coaching with fidelity?</p> | <p>80% of district coaches will have 80% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented</p> | <p>Coaching Fidelity Rubric (In-development) Instructional coaching fidelity implementation rubric completed annually in the spring by a project consultant via onsite observation</p> | <p>Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report.</p> | <p>Summary report shared with internal stakeholder group and submitted in annual APR</p> | <p>Baseline data will be collected in May 2020</p> |
| <p>Outcome (Scale-Up)</p> | <p>To what extent are teachers able to implement effective explicit instructional strategies?</p> | <p>80% of teachers will have 80% of the items on the RESET rubric scored as partially implemented or implemented.</p> | <p>RESET Rubric RESET rubric completed and calibrated 2 times per year (fall, spring) by coach and teacher together.</p> | <p>Qualitative and quantitative analysis of surveys resulting in one data infographic based module evaluation report.</p> | <p>Summary report shared with internal stakeholder group and submitted in annual APR</p> | <p>Baseline data will be collected in Fall 2019, Spring 2020</p> |

b. Data sources for key measures

Surveys

Data are collected utilizing several surveys created to capture a variety of processes and outcome data related to the project. Process evaluation surveys examine participants' completion rates, their satisfaction with the content, and TA. Outcome evaluation surveys examine PD, participants' pre- and post-project knowledge, and their perceptions of future usability of project components.

Reading Modules

ISDE created 20 online reading modules, entitled *Essential Components for Reaching Instruction, Part 1 and Part 2*, which are separated into two sets of ten (modules 1-10 and 11-20). The content of the modules was aligned with research and incorporate opportunities for participants to engage in the theory and practice of the four recommendations outlined in the IES Foundational Skills for Reading (Foorman et al., 2016). The modules address content and strategies to support the foundational skills of reading and include the topics listed below. Participants are required to take and pass quizzes at the end of each module.

1. Phonological Awareness
2. Phonics and Word Recognition
3. All About Syllables Part 1
4. All About Syllables Part 2
5. Partner Talk
6. Academic Discussion
7. Academic Vocabulary
8. Developing Word Consciousness
9. Word Analysis
10. Using Context Clues
11. Semantic Mapping
12. Academic Language Part 1
13. Academic Language Part 2
14. Close Reading

15. Identifying and Analyzing Theme
16. Introduction to Informational Text
17. Text Dependent Questions
18. Teaching Students to Use Evidence
19. Importance of Text Structures
20. Importance of Text Features

RESET Rubric

Data are collected by teaching staff and coaches on their use of explicit instruction in reading utilizing the Recognizing Effective Special Education Teachers (RESET) Explicit Instruction Rubric (Johnson et al. 2017). ISDE adopted the RESET Rubric designed for use by teachers, supervisors, and administrators to reliably evaluate explicit instruction practice; to provide specific, accurate, and actionable feedback to special education teachers about the quality of their explicit instruction; and, ultimately, to improve reading outcomes for SWDs.

Instructional Coaching Rubric (In-development)

Coaching is an integral part of our SSIP and the ability to build capacity to support the implementation of evidence-based literacy strategies through explicit instruction. The ISDE recognized the need for an effective tool to measure the efficacy of the instructional coaching being delivered. In collaboration with our National Center for Systemic Improvement (NCSI) partner, ISDE is researching what evidence-based tools currently exist to measure coaching effectiveness.

PET-R

In addition to the reading modules and coaching support, districts utilize the Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R) and PET-R Action Planning Tool (Kame'enui & Simons, 2017) to measure the implementation of evidence-based literacy instructional practices at the district and building level. The PET-R was developed by the University of Oregon and supported by the NCIL. ISDE is utilizing this tool to assist districts in evaluating the effectiveness of their literacy practices and identifying areas of improvement.

c. Description of baseline data for key measures

See Tables B, C, and D.

d. Data collection procedures and associated timelines

See Tables B, C, and D.

e. Sampling procedures

Not applicable

f. Planned data comparisons

Not applicable

g. How data management and data analysis procedures allow for assessment of progress towards achieving intended improvement

Most of the SSIP data are collected and analyzed during May and June of each project year. As noted in Tables B, C, and D, each evaluation question has an independent timeline, analysis, and reporting process. Refer to these tables for additional comments and information about met and unmet targets.

2. How the State as Demonstrated Progress and Made Modifications to the SSIP

- a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR

Principle SSIP Activities

ISDE began improvement strategies in fall 2016 that included professional development (EBPs in reading, inclusive education, and assessment), technical assistance, coordination, and collaboration with the first seven participating school districts. Improvement strategies were added to address stakeholders concerns about reaching more students, sustaining PD and TA activities, and assuring that LEAs commit to the SSIP for the full four years.

The Phase III, Year 1 evaluation questions addressed process outcomes (e.g. State Team functioning, the resource alignment process, and an authentic engagement process), resulting in ISDE's evaluation narrowly focusing on state-level activities. Based on key stakeholder input, ISDE expanded the evaluation questions to address the three strands: state, district/school, and coaching/teaching staff. This expansion provides the evaluation team with data to evaluate each level of implementation for effectiveness and to make adjustments when necessary.

State-level activities

National expert support

ISDE partners with the newly formed National Center on Improving Literacy (NCIL) in the development and delivery of training and tools for LEA teams related to the IES Foundational Skills for Reading, Planning and Evaluation Tool for Reading (PET-R), data driven decision-making, and parent materials to improve reading. NCIL has a five-year partnership with ISDE. Over the course of the five years, NCIL will help ISDE to enhance implementation, improvement, and evaluation activities at the state, district/school, and coaching/teaching level. The 2017-2018 Memorandum of Understanding between NCIL and ISDE is located in Appendix J.

Stakeholder engagement

ISDE identified seven stakeholder groups during Phases I - III that included both internal and external groups. During Phase III, Year 2, additional stakeholder groups were identified: Idaho Enhanced Literacy Collaborative and Idaho special education directors. The Idaho Enhanced Literacy Collaborative State Team members include, SESTA, Idaho Parents Unlimited (IPUL), member of Idaho Commission on Libraries and parents. Idaho's special education directors are key stakeholders for input to project priorities and implementation strategies.

Expanded partnerships and collaborations

The SSIP continues to evolve and develop partnerships inside the ISDE, across the State of Idaho, and with national TA centers to consolidate activities and maximize the impact of SSIP activities for SWDs. The Idaho SPDG funding was intended to increase Idaho's capacity to provide TA and PD to cohort districts, provide stipends to teachers and district coaches, and expand the SSIP to include general and special education district teams. When the funding for the SPDG did not materialize, ISDE explored alternative routes to reach the same goal, i.e. to increase the percentage of SWDs who show growth in literacy from 3rd to 4th-grade on the state summative assessment.

Infrastructure improvements

ISDE is engaged in several statewide projects aimed at improving literacy skills. The projects impact general and special education students, and support the activities and priorities outlined in the SSIP.

- ISDE Literacy Collaborative: In Phase III, Year 2, the Federal Program Coherence Committee formed during Phase II was reconvened. This group was renamed the ISDE Literacy Collaborative, representing the Special Education, RDA, Multi-Tiered Systems of Support (MTSS), English Language Arts (ELA), Title 1, Parent and Family Engagement, English Learner - Title III (EL), and Assessment and Accountability Departments. The members have met twice to begin understanding each other's programs and aligning resources. The members of the Collaborative agreed to increase collaboration across programs and identify the action steps needed to make this happen. The Collaborative agreed that the most immediate need for alignment was in the areas of statewide technical assistance, coaching, and support.

- Idaho Coaching Network (n.d.): This Network represents Idaho coaches who work in their home regions providing expertise, professional development, and ongoing support to assist districts, schools, and teachers as they plan for and implement strong literacy and classroom instructional teacher leader support. As of the 2017-2018 academic year, the Idaho Coaching Network (n.d.) has trained 240 teacher-leaders.
- Idaho Capacity Builders: The Idaho Building Capacity (IBC) project (ISDE, 2018) provides onsite technical assistance designed to assist Title 1 schools and districts in building their internal capacity to sustain school improvement efforts. A key component of the IBC project is the utilization of Capacity Builders (CBs), who are distinguished educators trained to facilitate the work of school improvement. Generally, when a district participates in the IBC project, one Capacity Builder is assigned to the district office, and one to each school site. The district submits one application that includes information about the district and each school that wishes to participate. As part of the application process, schools/districts may be asked to participate in an onsite visit from a Regional School Improvement Coordinator in order to determine readiness to benefit. Title 1 schools/districts that receive Priority and Focus ratings will be given priority in the selection process (ISDE, 2018). More than 80% of the SSIP participating schools are school-wide or targeted Title 1 schools.
- Idaho Reading Indicator: During the 2017-2018 school year, Idaho is piloting a new Idaho Reading Indicator (IRI) (ISDE 2018a). The IRI is an early reading screener for students in kindergarten through third grade. The screener is mandatory for Idaho public school students in the fall and spring, with an optional winter assessment. ISDE adopted *Istation* as the IRI screener. Enacted by the Idaho legislature, the IRI is designed to ensure that all Idaho students master the necessary skills to become successful readers. *Istation's Indicators of Progress* (ISIP™) Early Reading assessment will be utilized to screen students to identify those needing reading intervention in kindergarten through third grade. The pilot phase includes 58 pilot schools and over 13,000 students for the 2017- 2018 academic year. All schools will utilize *Istation* as their IRI beginning in the 2018-2019 academic year. The current IRI is only a reading fluency measure, whereas the new IRI will address the five foundations for reading: phonemic awareness, phonics, fluency, academic vocabulary, and comprehension. Subsequently, it will be a challenge to compare student growth and improvements in reading from year to year, until *Istation* has been in place for several years.

District/school-level activities

Project expansion

Idaho is entering the second year of Phase III of the Idaho State Systemic Improvement Plan (SSIP). As we began the 2017-2018 school year, it became apparent that if we were to encourage school districts to embrace this shift from focusing on OSEP compliance indicators to focusing on student performance, then we needed to make several adjustments. The first adjustment was to name the SSIP because neither SSIP nor State Systemic Improvement Plan clearly identified this shift to focus on student outcomes. Idaho's SSIP is now known as *Cultivating Leaders to Grow Young Readers.*" This name not only captures our intent to create leadership within districts, but our directed focus on young readers. ISDE implemented an application process to bring on additional districts each year to scale-up and build sustainability.

District leadership development

Directed by stakeholder input, an application process was developed to recruit, select, and sustain LEA participation in the project. District leadership teams were formed within each participating district to include: the special education director, building administrators, an instructional coach, and general and special education teachers. Intentionality including building administrators and general and special education teachers brought a comprehensive and collaborative perspective to reading instruction. District leadership teams were guided through the five frameworks of Implementation Science and provided training and TA to follow a continuous improvement model. ISDE chose to use the National Implementation Research Network (NIRN) improvement cycle of Plan, Do, Study, and Act (PDSA) (AI Hub: The National Implementation Research Network's Implementation Hub, n.d.a). Use of the PDSA improvement cycle allowed for course corrections when activities were not achieving expected results. The PDSA cycle also allowed LEAs to implement change, evaluate progress, and make adjustments when necessary

Coaching/teaching-level activities

Teaching staff

ISDE's focus was to improve the delivery of reading instruction by increasing pedagogical knowledge of reading and implementing evidence-based reading practices through explicit instruction. Twenty online modules were developed, vetted, and made accessible to teachers throughout the state to increase knowledge of reading pedagogy and EBPs for teaching reading. The modules were delivered online to ensure that all teaching staff and administrators would have access to the material. At the close of *Essential Components for Reaching Instruction, Part 1*, offered in fall 2017, 54 teachers, coaches, and paraprofessionals had completed the modules. Fourteen administrators, related service providers, and various intervention specialists also completed *Essential Components for Reaching Instruction, Part 1*. Additional modules were available on the delivery of explicit instruction. Teachers in the implementation year videotaped reading instruction and applied the Recognizing Effective Special Education Teachers (RESET) Rubric to self-reflect on the fidelity of their delivery of explicit instruction when teaching reading.

District instructional coaches

Each LEA participating in the project identified an instructional coach to work with general and special education teachers. Instructional coaches received additional training, TA, and participated in an online learning community. In October and December of 2017, instructional coaches attended two one-day trainings, with all participating LEA's represented.

b. Evidence of change to baseline data for key measures

The evaluation activities outlined in Phase III, Year 1 were aligned to state-level activities and the SPDG identified PD. Based on input from key stakeholders the PD activities were continued, with modifications made to state-level activities. ISDE conferred with key stakeholder groups to address the evaluation process and Phase III, Year 1 measures. As previously mentioned, ISDE conducted evaluation specific to process measures. This year ISDE has incorporated process and outcome measures, allowing for a more comprehensive evaluation of identified improvement strategies. Baseline data are reflected in Tables B, C, and D or will be collected in May and analyzed in June 2018 for Readiness Year cohorts.

c. How data support changes that have been made to implementation and improvement strategies

Data to support changes made to implementation and improvement strategies are outlined in Tables B, C, and D above.

d. How data are informing next steps in the SSIP implementation

ISDE is looking closely at the implementation activities and needs of each district based on feedback provided by participants, and internal and external stakeholders. ISDE has made a number of changes to SSIP implementation strategies based on lessons learned, stakeholder feedback, and loss of SPDG funding. These changes were influenced by evaluation data, ongoing conversations with stakeholders, and state capacity to implement. The list below outlines next steps for Idaho's SSIP.

- Increase the number of districts participating in the project
- Increase alignment to ISDE activities across departments and projects to address the needs of SWDs, as related to the Every Student Succeeds Act, and other state initiatives
- Create sustainable online materials to assure maximum participation across the state
- Utilize collaborations and partnerships to assure aims of the project are met, even with funding constraints
- Increase district leadership calls to every other month
- Identify specific tools to be used, e.g. PET-R and NIRN Project Inventory
- Include Title 1 Capacity Builders in SSIP instructional coaching training
- Continue to develop partnerships with NCIS, NCIL, and IDEA Data Center (IDC).

e. How data support planned modifications to intended outcomes

All modifications to Idaho's SSIP have been explained in Tables B, C, and D.

3. Stakeholders Involved in the SSIP Evaluation

Stakeholder involvement in the SSIP evaluation has included ongoing input and feedback from internal and external stakeholders at each of the three tiers: state, district/school, and coaching/teaching staff. Additional information related to stakeholder input can

be found in Table A, which describes each stakeholder group, membership overview, implementation involvement, evaluation involvement, and frequency of meetings or timetable.

a. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

ISDE puts a high value on stakeholders and their engagement. Stakeholders have influenced the SSIP work since Phase I and continue to provide guidance and direction. ISDE meets regularly with all identified stakeholder groups to review implementation data, seek guidance on potential modifications, and disseminate program data and accomplishments. ISDE meets with stakeholder teams and membership at least annually to review and update the necessary stakeholders represented to support the SSIPs efforts.

D. DATA QUALITY ISSUES

1. Data Limitations that Affected Reports of Progress in Implementing the SSIP and Achieving the SiMR Due to Quality of the Evaluation Data

a. Concern or limitations related to the quality or quantity of the data used to report progress or results

Evaluation data collection is in the initial stages because of modifications to the Logic Model, additional evaluation questions, and multi-strand implementation strategies and activities. As discussed earlier, the loss of SPDG funding has impacted many aspects of Idaho's SSIP, including the loss of our external evaluator. Several limitations have been confronted with respect to the quality and quantity of the data collected and analyzed by state special education directors, RDA and MTSS coordinators, and key stakeholders.

Surveys

During Phase III, Year 2, training participants completed a survey to measure their knowledge gains and satisfaction. Data analysis indicated that a pre-/post-training survey structure would provide more accurate information about participants' knowledge gains in the future.

Planning and Evaluation Tool-Reading (PET-R)

ISDE used the PET-R with the support of the NCIL. ISDE identified concerns in districts' abilities to complete and implement all elements of the tool. ISDE recognized a need to develop a data collection process for the elements outlined in the PET-R. This process will be developed with NCIL and implemented in fall 2018. A data collection process will allow ISDE to identify project and/or district TA needs and to evaluate implementation fidelity.

Online reading modules

After completing the online reading modules, teachers and coaches took embedded, automated quizzes to assess their knowledge of module content. Teachers and coaches reported that some teams completed the modules and knowledge quizzes in pairs or district teams, resulting in skewed participation data. The intention was that teachers and coaches complete the knowledge quizzes individually. ISDE will work with teachers and coaches to identify ways to address this practice.

RESET Rubric

ISDE has concerns about the fidelity of the RESET Rubric self-evaluation process because there is no way to ensure that teachers and coaches are consistently rating their delivery of explicit instruction from one rating to the next. Additionally, not all teachers in the project stayed on target to complete weekly video recordings of their instruction and the rubric. One way ISDE plans to address these inter-rater reliability issues will be to provide face-to-face or online PD related to the RESET Rubric self-evaluation process.

Instructional Coaching Rubric (In-development)

b. Implications for assessing progress or results

ISDE will review data from all sources as identified in Tables B, C, and D to gain a prospective on how the project is progressing and what issues need to be addressed.

c. Plans for improving data quality

Data will be collected and analyzed in May and June 2018. At that time, the RDA Coordinator will solicit stakeholder feedback to identify any data quality issues.

E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENT

1. Assessment of Progress Towards Achieving Intended Improvements

a. Infrastructure changes that support SSIP projects, including how system changes support achievement of the SiMR, sustainability, and scale-up

The *Cultivating Leaders to Grow Young Readers* project is a long-term, systemic project to improve the delivery of reading instruction for SWDs. The project has multiple components addressing three-tiers of participants over four years. Success of the project is dependent on the participants in each tier implementing improvement strategies with fidelity. During Phase III, Year 2, enhancements were identified and are represented in this submission.

b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

Instructional Coaching

Teacher quality is one of the most important variables affecting student achievement (Sanders & Rivers, 1996). Professional development is necessary for teachers to be effective. However, not all professional development (i.e., training) results in behavior change that leads to increased teacher effectiveness. A meta-analysis of research on training and coaching conducted by Joyce and Showers (2002) revealed that knowledge gains resulted from trainings that included theory, discussion, demonstration, practice, and feedback, but only when trainings were followed by on-the-job coaching did participants apply their knowledge gains, resulting in

behavior change and new skills being implemented in the classroom. Training without follow-up coaching does not lead to implementation (Cornett & Knight, 2009). There are many approaches to coaching. In the SSIP, instructional coaching is leveraged to support teaching staff in their implementation of evidence-based instructional practices when teaching reading. Instructional coaching is rooted in a partnership philosophy framework wherein the instructional coach partners with teachers to assist them in using evidence-based instructional practices in their teaching through dialogue, observation, modeling, and reflection (Knight, 2007). For coaching to be successful, coaches need their own professional development. Professional development for instructional coaches should address coaching practices and instructional practices being shared with teachers (Knight, 2009). Therefore, LEA coaches participating in the SSIP will receive a training scope and sequence specific to their role as an instructional coach, as well as the same explicit instruction training delivered to teaching staff.

Fidelity

In development

Desired effect

Teaching staff receiving instructional coaching support will apply their knowledge of fundamental reading skills and delivery of explicit instruction to increase the reading skills of SWDs.

Evidence-based reading strategies

IES published multiple guides pertaining to evidence-based reading strategies. Idaho's SSIP utilized these strategies to prepare teachers, coaches, paraprofessionals, and other teaching staff supporting students for teaching foundational reading skills and comprehension. "Students need instruction in foundational reading to successfully develop literacy skills" (Foorman et al., 2016). IES Foundational Skills for Reading provides four evidence-based recommendations for teaching foundational reading skills (Foorman et al., 2016).

Fidelity

During the Readiness Year, teaching staff complete 20 online modules addressing foundational reading skills. During the Implementation and Sustainability Years, teachers video tape their instruction and work with an instructional coach to evaluate

the effectiveness of their instruction and identify areas for improvement, based on the recording. Teachers make a minimum of 15 video recordings and meet with their instructional coach monthly.

Desired effect

Teaching staff will increase their knowledge of foundational skills for reading and provide EBPs to SWDs.

Explicit Instruction

The 2000 Report of the National Reading Panel (Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS, 2000) emphasized the necessity of using explicit and systemic instruction when teaching the five foundational components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Explicit instruction includes explanation of the specific skills that the student is to learn, teacher modeling, and/or demonstration (Carnine, Silbert, Kame’enui, & Tarver 2010). Systemic instruction includes clearly defined objectives stated in student-friendly terms and opportunities for logical progressive practice in reaching fluency, retention, and generalization of skills (Carnine et al., 2010).

Fidelity

During the Implementation, Sustainability, and Scale-Up Years, teaching staff will video tape 15 reading instruction sessions each year and utilize the RESET rubric to self-evaluate their instruction.

Desired effect

Teaching staff will implement explicit instruction with fidelity to deliver evidence-based literacy practices, which will improve SWDs’ reading skills.

- c. **Outcomes regarding progress toward short-term and long-term objectives are necessary steps toward achieving the SiMR**

Refer to Tables B, C, and D.

d. Measurable improvements in the SiMR in relation to targets

ISDE adopted a new state summative assessment in 2014-2015, entitled the Idaho Standards Achievement Test (ISAT) by Smarter Balanced. Table E represents the first year Idaho students took the ISAT by Smarter Balanced, with baseline data and two subsequent years. 2016-2017 data reflect a slight decrease in proficiency scores for SWDs in comparison to the previous year. This decrease in proficiency emphasized the need for instructional coaching and PD for teachers during Phase III, Year 2, with additional focus on the delivery of evidence-based explicit instruction to positively impact the reading performance of SWDs. Table F reflects baseline data and one year of project activities. Districts in the implementation cohort participated in project activities during the 2016-2017 school year. The data reflected would not reflect a full year of implementation. Table G reflects baseline data for Readiness districts.

TABLE E: STATE SIMR DATA

| FFY | 2014-2015 - Baseline | | 2015-2016 | | 2016-2017 | |
|----------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|
| | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities |
| ISAT 4 th Grade | 14.7% | 50.4% | 17.1% | 54.2% | 16.8% | 51.9% |

TABLE F: IMPLEMENTATION COHORT SIMR DATA

| FFY | 2014-2015 | | 2015-2016 - Baseline | | 2016-2017 | |
|----------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|
| | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities |
| ISAT 4 th Grade | ** | ** | 19.7% | 57.5% | 16.4% | 54.8% |

**Cohort district was not established during this reporting year.

TABLE G: READINESS COHORT SIMR DATA

| FFY | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|----------------------------|-------------------------|---------------------------|-------------------------|---------------------------|-------------------------|---------------------------|
| | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities | Students w/Disabilities | Students w/o Disabilities |
| ISAT 4 th Grade | ** | ** | ** | ** | 12.4% | 42.6% |

**Cohort district was not established during this reporting year.

F. PLANS FOR NEXT YEAR

1. Additional Activities to be Implemented Next Year, with Timeline

- ISDE will collaborate with the IDEA Data Center (IDC) to evaluate survey questions, evaluate activities and processes for effectiveness, and create efficient data collection processes and procedures.
 - May 2018 – April 2019
- ISDE will collaborate with NCSI and NCIL to create a standardized implementation process of TA activities and tools to deliver to district leadership and coaching staff during each implementation year.
 - May 2018 – April 2019
- ISDE will collaborate with NCIL to develop a systematic process to collect district PET-Rdata.
 - May 2018 – April 2019
- RDA Coordinator, MTSS Coordinators, and two Instructional Coaches from Idaho SESTA will attend *Safe and Civil Schools, Explicit Instruction Academy Training for Trainers*, by Dr. Anita Archer.
 - June 2018

- ISDE will collaborate and align PD activities with Idaho SESTA to support evidence-based literacy instruction for special education teachers.
 - July 2018 – June 2019
- ISDE will align SSIP with Idaho’s Consolidated Plan (ESSA) priorities where applicable.
 - Beginning in August 2018
- ISDE will continue to take advantage of the expertise of the NCIL to provide PD to cohort school districts in the utilization of the IES Foundational Skills for Reading, PET-R, and data analysis.
 - 2018-2019 School year

2. Planned Evaluation Activities Including Data Collection, Measures, and Expected Outcomes

The evaluation plan for the coming year is outlined in Tables B, C, and D and discussed throughout this document. ISDE will continue to collaborate with internal and external stakeholders to monitor and refine the plan. ISDE will consider improvements to data collection tools and procedures to help ensure quality, valid, and reliable data across all measures.

3. Anticipated Barriers and Steps to Address Those Barriers

There continue to be barriers to implementation and statewide scale-up of identified improvement strategies. Table H outlines the barriers that the ISDE anticipates with each of the participant strands. The ISDE will continue to explore options and formulate solutions as in pursuit of meeting the SiMR goal.

TABLE H: ANTICIPATED BARRIERS

| Tier | Anticipated Barriers |
|---|--|
| Logic Model Strand: State | Limitation of funding at the state and district level to provide and attend PD activities Local control limits N-size and lack of data |
| Logic Model Strand: District/School | Attrition of LEAs with district priority conflicts Lack of curriculum for instruction Inconsistencies in assessments across district and schools – foundations for reading |
| Logic Model Strand: Coaching/Teaching Staff | Attrition of training coaches and teaching staff Paraprofessionals delivering reading instruction with inconsistent knowledge of the foundations for reading |

4. The State Describes any Needs for Additional Support and/or Technical Assistance

ISDE continues to utilize the expertise and technical assistance of national TA services funded by OSEP, including the IDC, the NCSI, Language and Literacy Cross-State Learning Collaborative, NCIL, and materials created and distributed by the Center for IDEA Early Childhood Data Systems (DaSy). The expertise of these TA centers and the information disseminated by Grads 360 and OSEP TA calls, have proved essential for ongoing implementation and progress monitoring. ISDE is also planning to participate in an NSCI Cross-State Learning Collaborative for states that did not receive SPDG funding. ISDE plans to continue to access assistance, TA, tools, and materials in each phase of the implementation of the SSIP.

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