



# Idaho

## *State Systemic Improvement Plan*



IDAHO STATE DEPARTMENT OF EDUCATION

*"SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE"*

# Introduction and Review

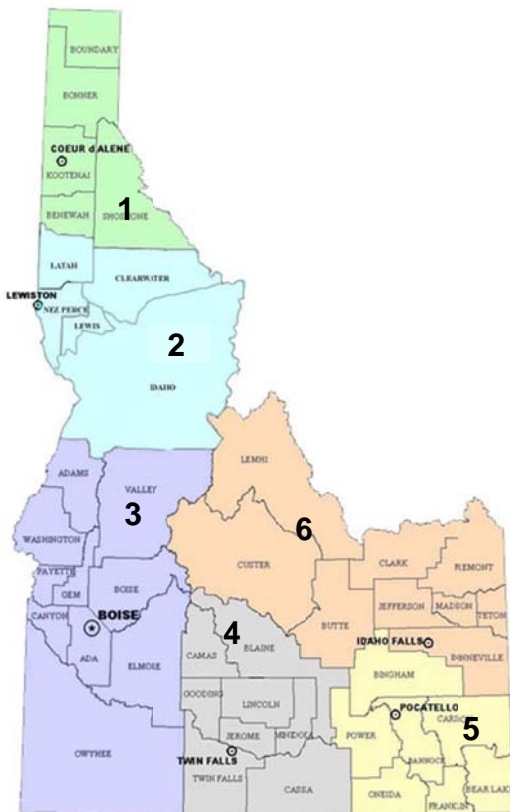


## Introduction

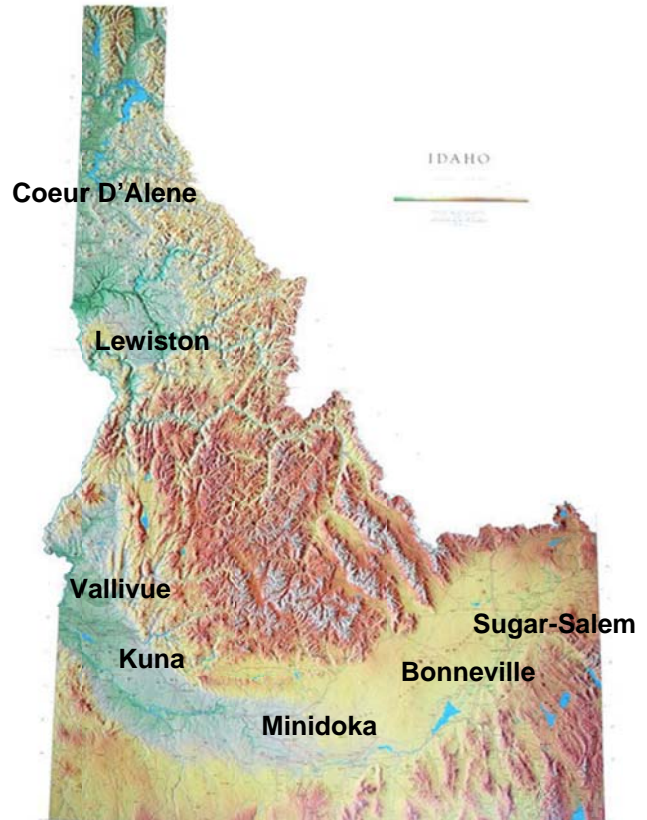
Phase I of the Idaho State Systemic Improvement Plan (SSIP) document began with a narrative description of Idaho that detailed the unique nature of the state and its geography. While continuing to develop Phase II, it became more evident that the challenging nature of Idaho's geography will impact the development of each part of the Phase II plan.

To recap the most critical information, Idaho is divided into six educational regions, shown in the map below on the left. The student population of each region, as well as the population of students who are presently on an Individual Education Plan (IEP), is shown in the table below the map. Although region three is not the largest region geographically, it has approximately 45% of the student population in the state. Out of the 142 school districts in Idaho, only six school districts have 10,000 students or more. More than 50 school districts have less than 1,000 students.

In Phase II, Idaho will be working with a cohort of seven districts. The map on the right shows where the SSIP Cohort districts are located throughout Idaho. The table beneath the map contains the statistics for each identified school district.



	Students (w/o charters)	Students on IEPs (w/o charter)
Idaho	268,528	28,134
Region 1	29,635	3,057
Region 2	12,610	1,525
Region 3	120,122	12,619
Region 4	35,813	3,676
Region 5	22,605	2,609
Region 6	47,743	4,648



	Students (w/o charters)	Students on IEPs (w/o charter)
Coeur D'Alene	10,458	815
Lewiston	4,769	520
Vallivue	7,845	720
Kuna	5,220	505
Minidoka	4,125	478
Bonneville	11,870	1079
Sugar-Salem	1,580	112

## Idaho Compared to Other States

In October 2015, members of the SSIP Team (including a Cohort district's Special Education Director) attended the Cross State Learning Collaborative on Early Literacy sponsored by the National Center on Systemic Improvement (NCSEI). As the Idaho SSIP Team began working collaboratively with other states, it became important to understand the statistics in Idaho as compared to other states, as the scope of the work and the capacity of the state may differ significantly due to size, population, and geography. Below is a chart that outlines the statistics for Idaho compared to other states with whom Idaho has collaborated.

State	Population*	Land in sq. Miles*	Residents/ sq. mile	Students K-12**	Students/ sq. mile
United States	318,857,065	3,531,905.43	90	***54,876,000	15
Idaho	1,634,464	82,643.12	20	296,476	3.6
Delaware	935,614	1,948.54	480	131,687	67.6
Utah	2,942,902	82,169.12	36	625,461	7.6
Florida	19,893,297	53,624.76	371	2,720,744	50.8
South Carolina	4,832,482	30,060.70	161	745,657	24.8

\* <http://quickfacts.census.gov/qfd/index.html>

\*\*<http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=16>

\*\*\* <https://www.edreform.com/2012/04/k-12-facts/#enrollment>

\*\*\*\*[https://nces.ed.gov/programs/digest/d14/tables/dt14\\_204.20.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_204.20.asp)

## Phase I Infrastructure Analysis Review

Phase I of the SSIP included an Infrastructure Analysis using the Infrastructure Analysis Template. The Phase I SSIP Team collected data from seven divisions at the Idaho State Department of Education (ISDE) across seven different sections of infrastructure: Governance, Fiscal, Quality Standards, Professional Development, Data, Technical Assistance, and Accountability and Monitoring. The resulting data were analyzed through application of the SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis Tool to further identify currently funded initiatives, programs, concerns, and areas for potential collaboration with the Special Education Team regarding literacy improvement efforts. The Phase I SSIP team identified the following strengths:

1. Idaho Comprehensive Literacy Plan – enacted
2. ISDE professional development training housing system and interactive calendar (HUB)
3. Webinar System
4. Survey System
5. Proximity of staff to each other in one main State Department of Education building
6. New Deputy Superintendent of Federal Programs

Through multiple analyses of infrastructure data and subsequent application of SWOT Analysis, the Phase I SSIP team also identified the following improvement opportunities:

1. Lack of resources in the state increases the need for cross-collaboration and shared resources
2. Large geographical size of the state makes logistics and planning of face-to-face training difficult
3. Small, rural districts have difficulty securing substitutes for staff attending professional development
4. Lack of collaboration among ISDE divisions

Each of these findings was significantly weighed throughout infrastructure development since submission of Phase I. The SSIP Team further leveraged and developed the strengths identified in Phase I and considered how best to capitalize on the identified Improvement Opportunities. The progress in each identified improvement area is reflected in **Component I: Infrastructure Development**.

## Refining the State-identified Measurable Result

When Idaho's Phase I SSIP team submitted Phase I of the SSIP, the State-identified Measureable Results was:

*Increase the number of 4<sup>th</sup> grade students in Idaho who are proficient in literacy as measured by the state summative assessment, currently ISAT by Smarter Balanced.*

## July 2015 Workgroup

The Phase II process began on July 23-24, 2015, with a meeting facilitated by technical assistance providers from the Office of Special Education Programs (OSEP) National Center for Systemic Improvement (NCSI) and IDEA Data Center (IDC). The purpose of the meeting was to convene a diverse group of educational professionals with a broad level of expertise that could guide the SSIP Core Team into the planning of Phase II. All parties participating in this Workgroup are listed in Appendix A.

The SSIP Phase I team provided a comprehensive review of the Phase I process and outcomes, including the identified improvement strategies and theory of action that would lead the plan into Phase II. The TA providers facilitated a discussion on the requirements of Phase II, and time was given for smaller groups to identify short, intermediate and long-term goals for the components of Phase II. The discussion focused on the State-identified Measureable Results (SiMR) and the data used by the Phase I SSIP Team.

The Workgroup concluded that based on the data analysis conducted in Phase I, the 4th grade literacy focus was on target. The Workgroup unanimously agreed, however, that a SiMR focused on the *entire* state would be incredibly challenging to implement and evaluate with fidelity, due to the limited resources and rural nature of the state. The team discussed possibilities of refining the SiMR and closely examined issues related to refining by other criteria, i.e., disability categories, and regions within the state. Advantages and disadvantages of the potential SiMR-selection criteria are included in Appendix B.

The Workgroup agreed that narrowing the SiMR by region or district would be the most logical approach to allow for a concentrated effort in targeted areas as well as the development of a structured plan that would allow for scaling up throughout the SSIP. The districts identified for participation in this phase of the SSIP will be referred to as the "Cohort," and it was determined that more data was needed in order to determine which regions/district should be considered.

### Data to support selection of Region/District/School

In Phase I of the SSIP, the Phase I Team use the Hexagon Tool's six factors to project how Idaho would select districts and schools for initial implementation (Blase, 2013). It was determined that districts identified for the Cohort will have identified needs, be prepared to embark on the improvement process with necessary supports in place, will utilize evidence-based practices, and will focus on sustaining all efforts. Selected districts and schools will be model sites for scaling up across districts, regions and the State.

The Phase II SSIP Core Team agreed that, given the results of the analysis with the Hexagon Tool, it was imperative to consider need, fit and resource availability when selecting districts for the Cohort. Additional data for each criterion considered in selection of Cohort districts are included in Appendix B and are listed in the order that ultimately drove the decision-making process.

### Analyzing the Collected Data

On August 26, 2015 the SSIP Core Team met to review district selection data in order to identify the districts that would be selected for the initial Cohort.

#### Phase I Districts

SSIP Core Team determined that districts selected for the Cohort should be districts that were selected for initial data analysis in Phase I, the original 43 districts. Districts selected in the original 43 represent all geographic areas of the state, small, medium and large populations, as well as rural towns and suburban cities. Data analysis conducted from these 43 districts resulted in identification of 4<sup>th</sup> grade literacy as the focus of the SiMR. Further analysis in Phase II verified that data from districts selected in the original 43 provided an accurate representation of the needs in the state and the accurate selection of SiMR focus. Therefore, the original 43 districts/school should be considered closely when narrowing the SiMR.

#### Minimum Reporting Number

SSIP Core Team determined that a minimum reporting number of >10 on Idaho Reading Indicator (a statewide reading fluency assessment) and Idaho Standard Achievement Test (the a statewide summative assessment) data categories would be required. Districts who do not meet that criterion

have insufficient data to analyze and ongoing data collection would be unreliable. Seventeen of the original 43 districts met this criterion.

### State Assessment Data

The SSIP Core Team then analyzed instructional and academic need using achievement data for each district from the Idaho Reading Indicator (IRI) and the Idaho Statewide Achievement Test (ISAT). On the IRI, a student can score in the intensive (significantly below grade level), strategic (below grade level) or benchmark (at grade level) level for reading fluency. On the IRI data, the SSIP Core Team was most concerned about the lack of fall-spring growth, the discrepancy between number of Student with Disabilities (SWD) reaching benchmark in the spring in comparison to their non-disabled peers, and Students with Disabilities' lack of growth out of the intensive category.

On the ISAT, a student can receive a score of below basic, basic, proficient or advanced. When reviewing the ISAT data, the Phase II SSIP Core Team was equally interested in overall district performance on the ISAT, particularly districts in which 45% or more of students remained in basic or below basic categories. Finally, the team reviewed the results of the spring 2015 summative state assessment, ISAT by Smarter Balanced. After a year of field-testing in 2014-15, Spring 2015 was the first official testing administration for the new ISAT assessment. The results could not, therefore, be compared to previous years, but the stand-alone data provided one more data point for consideration. With all data considered, the team narrowed the original field of 43 districts to 12 possibilities.

### Student Enrollment

The team next examined student enrollment numbers and number of elementary schools in each district to confirm compatibility with infrastructure development, implementation of evidence-based practices and evaluating processes to be developed in Phase II. These data were also critical in ensuring that the cohort districts are representative of the state so future data from implementation will be as valid as possible and support scaling-up statewide.

### Other Resources

Finally, in order to gauge districts' receptiveness and commitment to participation in voluntary state projects, the SSIP Core Team sought information from the Idaho Coaching Network Core Coaches and the ISDE ELA/Literacy Coordinator about district participation and commitment to the coaching network. The input was an important factor as partnering with this network would potentially be key to the next phases of the SSIP. Lastly, the team considered the funding provided to districts through Title I, Title IIA, state LEP programs, and the State Personnel Development Grant (SPDG), as well as the schools already identified in Idaho as Focus or Priority schools.

### Identifying the Initial Cohort

After discussion, the Phase I SSIP Core Team identified three districts as the inaugural Cohort for SSIP Phase II implementation. District leadership was contacted in each of the three Cohort districts, and the commitment was voluntarily secured for active district participation in SSIP activities.

### **Expanding the Cohort**

After additional and ongoing technical assistance from OSEP, the SSIP Core Team agreed that the number of students in three districts would not provide a large enough data sample for tracking the effectiveness of implementation, nor provide valid or reliable implications for scaling up statewide. In December 2015, the SSIP Core Team used the same selection criteria and evaluation process described above (under *Analyzing the Collected Data*) to identify two additional districts to join the Cohort. Again, voluntary commitment for active participation was secured from the district leadership, including district superintendents.

Finally, in January 2016, the SSIP Core Team drafted and presented a proposal to the OSEP representative for the State Personnel Development Grant (SPDG) to align the activities in the SPDG with the State Systemic Improvement Plan (SSIP). This alignment is described in more detail in Component 1, Task 2. The OSEP SPDG representative approved the proposal, and the SSIP Core Team used the same Cohort Selection Criteria to identify two SPDG districts to join the SSIP Cohort. As a result of this alignment, the SSIP has a total of seven districts in the Cohort, representing five of the six regions in Idaho, and approximately 20% of the population of students who are on IEP's.

## Changing SiMR from Proficient to Student Growth

The original SiMR stated that results would be measured using student proficiency as the benchmark. In Phase II, the SSIP Core Team discussed at length the benefits of changing the target from proficiency to student growth. According to Castellano, a student can have a performance that initially puts him or her in the non-proficient range, can make significant progress over the course of a year, but can remain in the same performance category at the time of the next assessment (2013). Growth models, on the other hand, “can be used to establish whether that student’s progress puts him or her on target to become proficient at some point in the future, or is greater than would have been expected either compared to similar students or to his or her own prior performance” (Castellano, 2013).

In December, the SSIP Leadership 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.

## Modifying the Improvement Strands

In Phase I, the SSIP team applied a root cause analysis to identify improvement strands for development in Phase II. The four improvement strands identified in Phase I were:

1. Align professional development, technical assistance and coordination of resources
2. Increase collaboration across divisions and agencies
3. Improve assessment practices
4. Improve family and community involvement

The SSIP Core Team worked extensively on the development of a logic model and a coordinating evaluation plan, but continued to encounter barriers to development when aligning the improvement strands with the evaluation process. The SSIP Team eventually identified and problem-solved the misalignment and adjusted the improvement strands accordingly. The adjustment aligned improvement strategies with the identified evidence-based practices (literacy instruction, inclusive practices, and data-based decision-making), and incorporated components of the previous Phase I improvement strands as *mechanisms* to achieve improvement results (professional development, technical assistance, coaching and collaboration). Professional development, technical assistance, coaching and collaboration were built into activities to achieve short- and long-term outcomes in the following Phase II improvement strands:

1. Improve literacy practices
2. Improve inclusive practices
3. Improve use of a continuous improvement cycle, including data-based decision making
4. Improve parent and community engagement

The SSIP Team theorized that improved outcomes in each of these strands would lead to long-term state, district and school outcomes, and the combination of improved outcomes would lead to the State-identified Measurable Results (SiMR):

*Increase the percent of students with disabilities in Cohort districts that show growth in literacy from 3<sup>rd</sup> to 4<sup>th</sup> grade on the state summative assessment, currently ISAT by Smarter Balanced.*

The logic model (*Figure 1*) developed by the SSIP Core Team demonstrates the overall plan for achieving improved literacy outcomes for students with disabilities. The resources identified will allow the implementation of the improvement activities. The combination of the identified improvement activities will create the outputs. The outputs will lead to long-term outcomes at the state, district, and school level. The combination of all outcomes will lead to the State-identified Measurable Results.



# **Component 1**



# **Infrastructure Development**



## Component Overview

In Component 1, four required sections detail progress Idaho has made in developing the SSIP since the submission of Phase I in April 2015:

- Improvement in state infrastructure,
- Alignment and leveraging of statewide initiatives
- Implementation leadership
- Involvement of multiple offices and stakeholders

The chart below provides an overview of infrastructure and initiatives addressed in each section within this component.

Component 1: Infrastructure Development	Section 1A: Infrastructure Improvements	Section 1B: Alignment and Leveraging of Current Initiatives	Section 1C: Team in charge of changes and timeline	Section 1D: Multiple Offices and Stakeholders
SSIP Teams	X		X	
Special Education Monitoring System	X			
SESTA	X		X	
State Personnel Development Grant	X	X		X
Idaho Core Coaching Network		X		
Governor's Task Force on Improving Education		X		
Idaho Comprehensive Literacy Plan		X		
Idaho Reading Indicator (IRI)		X		
ISDE ELA/Literacy			X	X
Parents and Community				X
Director's Advisory Council (DAC)				X
Special Education Advisory Panel (SEAP)				X
Institutes of Higher Education				X
Federal Programs Coherence Committee				X
District Special Education Directors				X
Idaho Parents Unlimited				X

**Section 1A: Specify improvements that will be made to the state infrastructure to better support districts to implement and scale up evidence-based practices to improve the SiMR for children with disabilities.**

The Idaho State Department of Education (ISDE) Special Education Director is ultimately responsible for the creation, implementation and evaluation of the SSIP. Resources within the Special Education Department have been reallocated and expanded in order to improve the state infrastructure and improve the ISDE's ability to support districts in Phase II. Three SSIP teams have been developed:

- SSIP Leadership
- SSIP Core
- SimpL (SSIP Implementation)

In addition, two other projects are being developed to improve the support provided to districts:

- ISDE Special Education Monitoring System Update
- Special Education Support and Technical Assistance (SESTA)

The chart below describes each team/project and identifies how it will improve support for districts.

<b>SSIP Leadership Team</b>	<b>Improve support for districts:</b> SSIP Leadership Team coordination impacts districts by increasing clarity of communication, increasing efficiency through guidance of the SSIP process, and increasing system stability and consistency through support and leadership.
	<b>Role of the Leadership Team:</b> <ul style="list-style-type: none"> <li>- Guide and monitor SSIP process</li> <li>- Create enthusiasm and receptiveness with stakeholders</li> <li>- Build key relationships to support sustainability and fidelity</li> <li>- Communicate directly with district leadership in cohort districts</li> <li>- Present SSIP updates to ISDE and SESTA</li> </ul>
<b>SSIP Core Team</b>	<b>Improve support for districts:</b> SSIP Core Team collaboration enhances understanding of other programs by bringing together expertise and experience to effectively navigate potential threats and barriers. SSIP team coordination will positively impact districts as a more comprehensive support and communication system will result from the team's work.
	<b>Role of the Core Team:</b> <ul style="list-style-type: none"> <li>- Provide input and feedback</li> <li>- Identify research and development needs</li> <li>- Contribute to action steps</li> <li>- Complete Exploration Stage of implementation (activities listed in Appendix E)</li> <li>- Measure correlation to student outcomes</li> <li>- Serve as SSIP ambassadors to respective departments, divisions, and assignments</li> </ul>
<b>SimpL Team</b>	<b>Improve support for districts:</b> SSIP SimpL team contributes to supporting districts by increasing implementation oversight to ensure sustainable practices that can be scaled up are successfully implemented. The team ensures work in cohort districts is meaningful, can be evaluated, is adjusted and strengthened per evaluation. SimpL utilizes the continuous improvement process so practices are scaled up with efficiency and effectiveness.

	<p><b>Role of the Simpl Team:</b></p> <ul style="list-style-type: none"> <li>- Attend the Cross-State Learning Collaborative sponsored by the National Center for Systemic Improvement (NCSI).</li> <li>- Use Active Implementation Hub modules to guide implementation</li> <li>- Study implementation science and guide the SSIP Core Team in all aspects of effective implementation in SSIP</li> <li>- Address the leadership driver of Adaptive Challenges (challenges that can't be solved through traditional management approaches)</li> <li>- Create Teacher Literacy Survey and subsequent data analysis (Appendix F)</li> <li>- Design professional development activities (Appendix G)</li> <li>- Create SSIP Logic Model</li> <li>- Develop evaluation tools and evaluation process</li> <li>- Complete evaluation activities, data analysis, and provide guidance on adjustments</li> </ul>
<p><b>Special Education Monitoring System Update Project</b></p>	<p><b>Improve support for districts:</b></p> <p>Redesigned Monitoring System allows monitoring to be more efficient, targeted, focused on student outcomes, and meaningful to districts. Monitoring outcomes will be communicated proactively to allow for increased understanding of expectations, and conducted in a timely manner to allow district leadership to respond immediately regarding identified areas of concern. The updating of this system will positively impact the work in the SSIP because monitoring will be connected to student outcomes, and data collected will more closely align with outcomes identified in the SSIP.</p>
	<p><b>Role of the Monitoring System Update:</b></p> <p>The ISDE formed a committee to redesign the state monitoring system in response to requests for a more effective system, confirmed through a survey of district Special Education Directors conducted Fall 2015. The new system will also align with the national shift to results-driven accountability. The goals of the update include:</p> <ul style="list-style-type: none"> <li>- Develop a system that is responsive and supportive</li> <li>- Improve overall practices and provide a culture of support to districts</li> <li>- Identify a process for capturing student data and providing targeted support in areas in which student growth is not evident</li> <li>- Provide support along a continuum as needed by the district</li> <li>- Adhere to timeline: By June 2016, complete 2014-15 monitoring items, identify 2015-16 compliance items, and complete identified 2015-16 compliance items</li> <li>- Transition to all monitoring activities completed same school year</li> </ul>
<p><b>Special Education Support &amp; Technical Assistance (SESTA) Project</b></p>	<p><b>Improve support for districts:</b></p> <p>SESTA will provide support and technical assistance to districts through multiple means, across a wide spectrum of needs. SESTA will provide SSIP-related training materials and resource development. SSIP/SESTA collaboration increases SESTA staff's understanding of implementation science, enhances the message of results driven accountability and reinforces the importance of evidence-based practices. SESTA's reach extends to a wide range of stakeholders, practitioners, regions, and related-content providers beyond the immediate reach of the SSIP team.</p>
	<p><b>Role of SESTA:</b></p> <p>Phase I Infrastructure analysis identified lack of resources available to support districts as a root cause impacting student outcomes. SESTA was redeveloped in June 2015 through a partnership between the ISDE and Boise State University (BSU), and includes Associate Directors of Statewide Operation, and Technical Assistance, six Instructional Coordinators, and the Results Driven Accountability Coordinator (SSIP State Lead). SESTA will:</p> <ul style="list-style-type: none"> <li>- Provide Ongoing professional development, training and support statewide</li> <li>- Support Implementation and coordinate resources to SSIP Cohort</li> <li>- Develop resources and training materials</li> <li>- Deliver professional development to and support of the Results Driven Institute (explained in detail in Component II)</li> </ul>

The chart below outlines how each infrastructure-changing activity (three SSIP teams and two projects) will support districts in implementing the coherent improvement strategies and activities in a sustainable manner. The improvement strategies are the ones identified in Phase I but modified in Phase II (explained in the introduction) to represent the progress made by the Phase II SSIP team to align and coordinate the resources, support and needs identified when developing Phase II.

Infra-structure Activity	Improvement Strands			
	Improve Literacy Practices	Improve Inclusive Practices	Improve Use of Continuous Improvement Cycle	Improve Family and Community Involvement
<b>Leadership Team</b>	<ul style="list-style-type: none"> <li>- Create SSIP teams</li> <li>- Identify internal literacy PD and TA needed</li> <li>- Allocate literacy PD and TA resources</li> <li>- Provide PD to increase SSIP readiness</li> <li>- Connect with literacy experts</li> </ul>	<ul style="list-style-type: none"> <li>- Build relationships</li> <li>- Communicate with district leadership</li> <li>- Present updates to the ISDE</li> <li>- Recruit team members</li> <li>- Develop communication plan</li> </ul>	<ul style="list-style-type: none"> <li>- Lead the continuous improvement cycle</li> <li>- Utilize data-based decision making</li> <li>- Guide the SSIP evaluation process</li> <li>- Identify ISDE assessment supports</li> </ul>	<ul style="list-style-type: none"> <li>- Identify community agencies</li> <li>- Facilitate communication</li> <li>- Receive guidance from national TA centers</li> </ul>
<b>Core Team</b>	<ul style="list-style-type: none"> <li>- Provide expertise in content area</li> <li>- Align supports</li> <li>- Share resource development</li> <li>- Develop PD/TA plan for SSIP</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in cross-divisional plan development</li> <li>- Serve as ambassador of SSIP message</li> <li>- Increase understanding of other initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in continuous improvement cycle</li> <li>- Increase knowledge of data available and used by ISDE</li> <li>- Participate in formal plan evaluation development</li> </ul>	<ul style="list-style-type: none"> <li>- Increase access to established networks</li> <li>- Identify available communication pathways</li> <li>- Share SSIP message to established networks</li> </ul>
<b>Simpl Team</b>	<ul style="list-style-type: none"> <li>- Study implementation science</li> <li>- Provide PD on implementation principles</li> <li>- Guide development of implementation teams</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-agency participation on team</li> <li>- Provide consistency across agencies</li> <li>- Increase access to expert knowledge</li> <li>- Participate in cross-state collaboratives</li> </ul>	<ul style="list-style-type: none"> <li>- Develop SSIP Logic Model</li> <li>- Establish SSIP evaluation plan</li> <li>- Participate in evaluation activities</li> <li>- Use evaluation results to improve implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify critical stakeholders</li> <li>- Develop plan to support district stakeholder involvement</li> </ul>
<b>Special Education Monitoring System</b>	<ul style="list-style-type: none"> <li>- Create coordinated system</li> <li>- Align supports</li> <li>- Provide consistent expectations</li> <li>- Provide PD/TA in response to results driven accountability</li> </ul>	<ul style="list-style-type: none"> <li>- Increase collaboration between ISDE and districts</li> <li>- Increase collaboration between district with similar PD/TA needs</li> </ul>	<ul style="list-style-type: none"> <li>- Align with results-driven accountability</li> <li>- Improve data collection and function</li> <li>- Increase response to needs identified by data</li> </ul>	<ul style="list-style-type: none"> <li>- Improve data communication with parents</li> <li>- Create targeted message related to literacy growth</li> <li>- Identify needs for parental support of child</li> </ul>
<b>SESTA</b>	<ul style="list-style-type: none"> <li>- Provide literacy PD/TA statewide</li> <li>- Develop support materials/resources in response to literacy needs</li> <li>- Systemize PD and support</li> <li>- Develop and deliver PD/TA for SSIP activities</li> </ul>	<ul style="list-style-type: none"> <li>- Provide inclusive practices PD/TA</li> <li>- Coordinate with ISDE divisions</li> <li>- Provide collaboration between districts and ISDE</li> <li>- Increase district awareness of collaboration opportunities with other general education and special education initiatives</li> </ul>	<ul style="list-style-type: none"> <li>- Use data to inform PD/TA</li> <li>- Provide PD/TA on classroom data use</li> <li>- Create resources to support school/classroom data use</li> <li>- Participate in SSIP evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>- Identify Cohort community resources</li> <li>- Include message of stakeholder importance in PD</li> </ul>

**Section 1B: Identify the steps the state will take to further align and leverage current improvement plans and initiatives in the state, including general and special education, which impact children with disabilities.**

The four state improvement plans and initiatives that the SSIP is actively aligning with to impact students with disabilities, including general and special education, are:

1. State Personnel Development Grant (SPDG)
2. Idaho Core Coaches Network
3. Idaho Comprehensive Literacy Plan
4. Idaho Reading Indicator

As the SSIP Phase II plan evolves and develops, the SSIP Core Team will continue to collaborate with other projects and will align and leverage work as identified to maximize the potential impact for students with disabilities.

### **State Personnel Development Grant (SPDG)**

#### Background and Description

The SPDG is funded under Part D of the IDEA, and Idaho is currently in year 4 of the 5-year grant cycle. The SPDG provides high quality professional development to 14 districts to build and support a sustainable Response to Intervention framework. The goal of SPDG is to support systems change to improve academic outcomes for students, especially students with disabilities. SPDG/SSIP collaboration includes aligning professional development, sharing resources, planning future implementation, and partnering on relevant data collection and analysis. The SPDG evaluator is also involved in the SSIP evaluation planning to ensure consistency and alignment

#### Short-Term Steps for Alignment:

The SPDG State Lead and SSIP State Lead are now both members of the SSIP Community of Practice on the SIGnetwork for the State Personnel Development Grant. This community specifically targets state alignment of SSIP and SPDG work. Due to Idaho's enthusiasm for SSIP/SPDG alignment and the state's increased collaboration between the two initiatives, the national SIGnetwork requested Idaho present the first *Problem of Practice* to the newly created community. Idaho was quick to take advantage of the opportunity. Guidance from the SIGnetwork learning community, including feedback from other SSIP/SPDG aligned states, will be beneficial in Idaho's SSIP/SPDG alignment process. Furthermore, through alignment, Idaho SPDG districts that have focused on increasing system functions are now ready to shift and include improving instruction. This combined focus of system and instruction will increase the likelihood of improved student outcomes, and will strengthen all participating districts' educational systems and practices.

The SPDG State Lead is an active member of the SimpL Team, dedicated to increasing understanding and application of implementation science. Through understanding gained from SimpL membership, the SPDG State Lead presented on implementation science to SPDG school teams statewide. This year, in year four of the SPDG grant, the focus is on scaling-up work to more schools within SPDG districts. The SPDG State Lead is coaching each SPDG team to consider its progress through implementation stages and is supporting SPDG districts in drafting action plans to strengthen completed work, plan for next steps within their schools, and consider how work could be scaled up district-wide.

#### Long-Term Steps for Alignment:

During an OSEP technical assistance visit in December 2015, the SSIP Core Team received guidance and support from two OSEP representatives and a technical assistance provider from the National Center for Systemic Improvement (NCSI). The workgroup contacted the SPDG OSEP representative for input regarding potential resources that could be shared or aligned between the SSIP and the SPDG. Resulting guidance was that, while work in current SPDG districts should be the priority for the SPDG initiative, SPDG materials, resources, and supports could be made available to SSIP districts as soon as possible.

In February 2016, the SPDG State Lead and SSIP State Lead created a proposal to align the SPDG and the SSIP as closely as possible through spring of 2017. The proposal was presented to the OSEP SPDG Project Officer for Idaho, and suggested areas for alignment were approved. The SPDG State Lead and the SSIP State Lead are collaborating in expanding the current SPDG Institute and ongoing

support to include the SSIP Cohort districts. This alignment of resources will continue through year 5 of the SPDG (2016-17 school year) and will provide valuable data to include when Idaho writes the application for the next SPDG cycle.

How Alignment will Improve Outcomes for Students with Disabilities:

The impact in braiding these initiatives is significant and powerful for students with disabilities. First, it allows coordination of RTI systems functioning in SPDG districts with instructional interventions to directly support students. Alignment will also allow the SSIP Cohort to have direct access to all resources and support developed through the previous four years of the SPDG. Both of these outcomes will allow all students to function in a more systematic process of screening, benchmarking and progress monitoring, combined with the evidence-based practices that have the highest likelihood of having positive student outcomes.

**Idaho Core Coaching Network**

Background and Description

As of 2015, the Idaho Core Coaching Network has trained 527 teacher-leaders and over 200 administrators, reaching approximately 80% of the student population. Each region's Idaho Core Coach provides intensive professional development and responsive coaching, and operates from an expert-level knowledge base in the Idaho Content Standards for ELA/Literacy. Each regional Core Coach works to develop Core Teachers who deeply understand and teach the Idaho Core Standards (CCSS), and who mentor and facilitate the learning of their peers. This substantive, job-embedded professional development model is research-based and leverages local, regional, and state resources in efficient, effective, and compounded ways.

Short-Term Steps for Alignment:

The Coordinator of the Idaho Core Coaching Network is a member of the SSIP Core Team. The SSIP Core Team previously identified this initiative as a strong potential for alignment in implementation of Phase II. Participation in the Language and Literacy Cross-State Learning Collaborative helped the SSIP Core Team to understand, however, that literacy instruction is different from reading instruction. To impact reading proficiency of students with disabilities, specific diagnostic assessment and subsequent targeted instruction at identified deficit levels is necessary. However, instruction in diagnostic assessments and foundational reading instruction is not part of Idaho Core Coach Network standard training protocol.

The two initiatives will continue to explore connections and/or overlap but, most relevant to the SSIP, will be utilized in modeling a proven and effective coaching network in Idaho. Guidance from an already-established and successful State Department of Education coaching system will be valuable, especially considering the Core Coaching Network is in year three of implementation and has established effective practices. The ELA/Literacy team provided guiding documents, and the ELA/Literacy Coordinator, continues to mentor the SSIP team and SESTA in both ELA/Literacy content and coaching system infrastructure development.

Long-Term Steps for Alignment:

Currently, the Core Coaches Network is considering the addition of three literacy coaches for K-3, which is an exciting opportunity for the SSIP. The SESTA Instructional Coordinators will continue to identify areas of collaborative support to the Idaho Core Coaches, such as additional materials to assist Core Coaches in addressing needs of students with disabilities.

How Alignment will Improve Outcomes for Students with Disabilities:

The impact SSIP/Core Coach Network alignment will have on students with disabilities includes the special education program's increased understanding of Idaho Common Core Standards, and increased literacy professionals' exposure and understanding of how to best meet the needs of students with disabilities.

## **Governor's Task Force for Improving Education**

### Background and Description:

Identified in Phase I, the Governor's Task Force for Improving Education released the list of recommendations for improving K-12 education in Idaho in September 2013. The Idaho Literacy Committee was formed to evaluate and make recommendations regarding the Idaho Comprehensive Literacy Plan and the Idaho Reading Initiative.

### Steps for Alignment:

The SSIP Team will continue to align and leverage recommendation made by the Task Force that support the work of the SSIP, including:

1. ISDE will provide screening, progress monitoring, and diagnostic tools to LEAs
2. LEAs will continue to screen and monitor progress of students beyond third grade until students who are not meeting grade-level proficiency have mastered grade-level expectations
3. IRI intervention funds will be allocated to provide evidence-based literacy interventions to students identified as at risk
4. ISDE will provide professional development in the administration and analysis of assessment data, to include the Smarter Balanced Assessment
5. ISDE will provide professional development in the delivery of effective, evidence-based literacy instruction and intervention

## **Idaho Comprehensive Literacy Plan**

### Background and Description:

Idaho Comprehensive Literacy Plan, a statewide initiative, is designed with a single, simple goal in mind: literacy growth for all Idaho Students. The plan promotes a standards-based approach that incorporates the Idaho State Content Standards in English Language Arts (ELA) into all classrooms and educational environments. The Idaho State Content Standards set high expectations for student learning in order to effectively prepare students for postsecondary education and careers.

### Short-Term Steps for Alignment:

The Idaho Comprehensive Literacy Plan outlines the state's strategy to ensure that students develop strong literacy skills necessary for future learning. In the short term, this plan creates common language and guidance for all Idaho educators to understand priorities and goals for literacy growth in Idaho.

### Long-Term Steps for Alignment:

SESTA Instructional Coordinators will continue to develop expertise in the Idaho Core Standards in order to support the develop of value-added materials and to guide the alignment of special education curricula and resource materials to the Idaho Standards for ELA/Literacy.

### How Alignment will Improve Outcomes for Students with Disabilities:

Students with disabilities who participate in the general education curriculum will experience continuity in their daily instruction and the supports they receive through their special education professionals will enhance the skills being developed in the general education classroom.

## **Idaho Reading Indicator (Literacy Assessment)**

### Background and Description:

The statewide literacy assessment, the Idaho Reading Indicator (IRI), assesses students reading fluency in the fall, winter and spring in grades K-3. Benchmark scores have been established and most elementary schools use the IRI assessment as a benchmark/screener to identify struggling readers who need additional interventions in reading.

### Short-Term Steps for Alignment:

During 2007, the IRI Steering Committee shifted the Idaho Reading Indicator to a new assessment, AIMSWeb. Since then, Idaho has continued to use Idaho-specific probes created by AIMSWeb as the IRI assessment. This data is collected three times per year in grades K-3 and data is reported to the state. The IRI provides one data point for the SSIP to use in monitoring district progress and outcomes, and the SSIP Core Team analyzed the data when identifying Cohort districts.

Long-Term Steps for Alignment:

An Idaho State Department of Education committee is designated to work on redesigning the IRI to make it a more comprehensive reading indicator for grades K-3. If the indicator is successfully developed to capture more of the five foundational skills of reading, the use of the assessment as a screener would greatly impact and support the work of the SSIP as it would become a state-supported assessment given multiple times a year and therefore would provide consistent and ongoing data. The Early Literacy Assessment Working Group was created as a result of the Literacy Committee's recommendation that Idaho consider using a different assessment or assessment package for early literacy, thus replacing the current assessment used for the Idaho Reading Indicator.

The Literacy Assessment Committee is tasked with identifying and prioritizing the state's needs for an early literacy assessment and reviewing available assessments to identify those that appear to align to those needs. The working group's recommendations will be given to the Literacy Committee and the State Board of Education in 2016.

How Alignment will Improve Outcomes for Students with Disabilities:

The development of a comprehensive reading assessment would allow the collection of more comprehensive student data. Comprehensive reading data would provide schools, districts, and the state better analysis tools to identify student needs and create supports and interventions accordingly. Students with and without disabilities will be screened more effectively and early interventions may significantly impact the trajectory of student growth for all students.



Section 1C: Identify who will be in charge of implementing the changes to the infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.

## Implementation Teams

Implementation drivers have been critical resources in the development of the SSIP teams, specifically the Competency Drivers listed below:

- a. Selection  
This driver was used in the selection process of the SSIP Core Team, the Simpl Team, the Instructional Coordinators, and Cohort district's Results Driven Implementation Lead. A Selection Criteria was created for each level.
- b. Training  
From each Selection Tool identified above, a Training Plan was developed. This plan allowed for the individual selected to identify individual training needs, and allowed the SSIP lead to create an action plan for the designee's training needs.
- c. Coaching  
From each Training Plan, a Coaching Plan was developed. This tool will be further developed as the SSIP continues through the next implementation stages. As each phase is evaluated and analyzed, the tools will be refined and adjusted as needed.

The three SSIP Teams described in Section 1A (Leadership, Core, Simpl) will identify and implement infrastructure changes critical to the SSIP plan. (A more detailed description of roles and responsibilities can be found in Section 1A).

### Leadership Team

In July 2015, two events occurred to initiate the planning of SSIP Phase II planning: 1. The ISDE Special Education Director hired the Results Driven Accountability Coordinator (SSIP State Lead), and 2. The Phase I team organized a technical assistance visit from the National Center for Systemic Improvement. A 25-member workgroup was invited to begin work on Phase II.

Following the July workgroup, the ISDE Special Education Director and the SSIP State Lead collaborated with the Associate Director of SESTA (Special Education Support and Technical Assistance) and the ISDE Special Education Specialist most involved in Phase I to identify the Core Team who would devote time and resources to planning, executing, and evaluating Phase II. The four-member Leadership Team also determined the schedule for meetings and the goals and expectations of the development process. The Leadership Team has continued to meet informally to adjust and steer the planning.

### Core Team

The Leadership Team used a checklist to identify additional key team members to ensure expertise was intact for effective planning. This SSIP Core Team now consists of key decision-makers from special education, assessment, ELA/Literacy, SESTA, and the Special Education Directors in the Cohort districts.

In November 2015 the SSIP Core Team identified two areas of expertise that had previously been overlooked– the SPDG State Lead and a district-level consulting teacher. The SSIP Team reached out to add these members to the team, vetting each through the criteria checklist process. All SSIP Core Team members agreed to build upon their existing knowledge, background and understanding based on improvement areas as identified in the Core Team Criteria Checklist. In addition, each team's leadership agreed to incorporate skills-building work into each team member's work responsibilities.

### Simpl Team

The SSIP Core team eventually created the Simpl team from existing SSIP Core team members to lead implementation and evaluation processes over the cycle of the SSIP. The Simpl Team has taken full responsibility for studying the implementation process and ensuring that the identified activities and events are developed with the principles of implementation science in mind.

## Resources Needed

The resources currently needed to achieve the expected infrastructure development outcomes are listed below.

### Time

Since SSIP work is not in SSIP team members' job descriptions, each SSIP team member had to coordinate with supervisors for approval of time allocation to devote to SSIP work. If the team member works within ISDE Special Education Department, the Director had to manage shifting job responsibilities and align coverage in creative ways to allow the work on identified SSIP content as needed.

### Technology

The SSIP Core Team is spread geographically between the State Department of Education building, Boise State University, the University of Idaho, and the Cohort throughout Idaho. SESTA has acquired technology and equipment (video camera, monitor, hub) to allow SSIP teams to meet virtually via GoToMeeting and conference calling. The Director of the Idaho Training Clearinghouse (ITC), who is a member of both the SSIP Core team and SimpL Team, provides coordination and support for the meetings.

### Space

The SSIP Core Team initially met at the ISDE building, but the need for consistent access to technology and frequent meeting space necessitated the move to Boise State University as SSIP teams' meeting location. This necessary change in meeting location resulted in several members of the ISDE driving to meetings at BSU or connecting via GoToMeeting, an additional investment in time devoted to the development of the SSIP.

### Finances

Aligning job assignments and allocating available resources were difficult tasks given the already streamlined staff allotments at the ISDE. Although the goal of improved student outcomes is supported and understood, the SSIP requires professional development, collaboration, and resources that are not readily available to devote to the work. When asked to align and leverage resources, the opportunity to partner the SSIP with the SPDG (State Personnel Development Grant) was identified, and extensive planning and collaboration occurred in an effort to both maintain the integrity of the grant and allow the SSIP Cohort limited access to the financial resources that are connected to the SPDG. In braiding together these two initiatives, Idaho is eager for the opportunity to fully align the SSIP and SPDG work in writing the next SPDG.

## Expected Outcomes

Expected outcomes of infrastructure development are considerable and potentially have an enormous impact on the work of several departments.

### SSIP teams

Expected outcomes of SSIP Core Team work is increased understanding of the needs of students with disabilities and knowledge of the resources available. Ongoing SSIP planning will bring non-special education professionals deeper into the conversation about students with disabilities, thus encouraging all educators to consider all students in all aspects of Idaho's education system. The knowledge of each member of SSIP Teams is growing exponentially regarding implementation processes and the significance of long-term planning required for long-term change. The outcome is enlightened education professionals who are more prepared to affect change and improve results across the entire scope of their work.

### Increased collaboration within the ISDE divisions:

The SSIP Core Team have presented at ISDE all-staff meetings, have met individually with the director of each ISDE educational division, and have encouraged, supported, and championed an increase of cross-divisional collaboration as a means to strengthen the SSIP structure. Increased collaborative work has led to a stronger understanding of statewide initiatives, an opportunity to spread the message of improving outcomes for students with disabilities, and a greater understanding of the scopes of work tasked throughout the entire Idaho State Department of Education (ISDE). The SSIP Core Team

intends to capitalize on that momentum and expects that ongoing conversations and alignments will positively impact programs and initiatives throughout the (ISDE).

#### Increased collaboration within the ISDE Special Education Department

The work of the SSIP has required input from each member of the ISDE Special Education Department. ISDE Coordinators and Program Specialists have provided background, foundational knowledge and guidance on areas of expertise, and have contributed information for the development of the overall plan. Updates on the SSIP are given in each ISDE Special Education department meeting and all ISDE Special Education staff are actively participating in the continued structural development, ideas and practices supporting SSIP work.

#### Alignment of goals and outcomes between ISDE Special Education Department and SESTA

The SSIP State Lead and one other member of the Leadership Team also work on the SESTA project. The overlap in team members has led to an increased understanding of state initiatives and a parallel structure and uniform expectations between departments. The work of the SSIP related to implementation science, guiding documents, evaluation tools, and evidence-based practices also became SESTA's standard for quality and scope of work expectations. The Associate Director of SESTA is capitalizing on the cross-over between the work of the SSIP and the needs of SESTA in selecting, training and coaching of the SESTA Instructional Coordinators and in creating presentations for new special education teachers, as well as in the uniformity of vocabulary and expectations in project planning and development.

#### Sharing of implementation science principles

Application of the Active Implementation Hub has increased understanding and level of education for members of the SimpL team. SimpL members recognize the importance of implementation drivers, understand the level of detail necessary for communicating team member roles and responsibilities, and acknowledge the purpose of evaluation tools in implementation process as well as measuring intended results of implementation. This knowledge is expected to increase effectiveness in the implementation of programs, initiatives and practices developed and delivered by members of the SimpL team.

### **Timeline for Completing Improvement Efforts**

A basic outline of the primary infrastructure development activities is below.

<b>Date</b>	<b>Activity</b>
August 2015	Develop SSIP Leadership Team
August 2015	Began collaboration with ISDE ELA/Literacy Core Coaches
September 2015	Develop SSIP Core Team
October 2015	Attend Cross-State Learning Collaborative for Early Literacy
November 2015	Develop SSIP Implementation Team (SimpL)
January 2016	Begin alignment with State Personnel Development Grant (SPDG)
February 2016	Joined Cross State-Learning Collaborative for Results-Based Accountability
March 2016	Provide 2 professional development days for Cohort
March 2016	Final Cohort and support development of District Results Driven Implementation Team
June 2016	Provide professional development event statewide – Be a Reading Hero Conference
September 2016	Begin Results Driven Institute for Cohort and SPDG
October 2016	Provide regional collaboration for Cohort and SPDG
January 2017	Provide on-site professional development for Cohort and SPDG
May 2017	Provide evaluation collaboration for Cohort and SPDG

Detailed activities related to presentations, collaborations, meeting, etc. are included in the Exploration Activities table in Appendix C.

Section 1D: Specify how the state will involve multiple offices within the state education agency as well as other state agencies and stakeholders in the improvement of the infrastructure.

### **Promotes Collaboration**

In an effort to better support districts and improve the State's infrastructure, the SSIP promotes collaboration within the ISDE and among other state agencies. Below is a description of the multiple offices and agencies that are in collaboration with the SSIP teams.

#### State Personnel Development Grant

The SPDG State Lead is a member of the SSIP Core Team and the SSIP Simpl Team, and the SSIP State Lead is a member of the SPDG Development Team. The two leads meet weekly and are currently in an intensive process of aligning initiatives and supports to better meet the intended outcomes of each program.

#### SDE ELA/Literacy

The Coordinator of this program is on the SSIP Core Team. Additionally, the SDE ELA/Literacy coordinator was invited and will attend the next Federal Programs Coherence meeting (explained in the following section), where multiple programs will begin the process of aligning and coordinating statewide services.

#### Directors Advisory Council

The lead for the SSIP Leadership Team, the ISDE Director of Special Education, is also the lead of this council. At each monthly meeting, the SSIP State Lead updates the Council and elicits input and suggestions following the presentation.

#### Special Education Advisory Panel

This panel is comprised of educators, parents, and individuals with disabilities. The SSIP State Lead presented an SSIP update in November 2015, and this panel identified the SSIP as a priority initiative for their work this year. Since then, the state lead has met with the SEAP Executive Team to identify goals for this work, and agreed that the SEAP would develop a plan for increased stakeholder involvement. This plan will be worked on and finalized in the February 2016, SEAP meeting.

#### Boise State University

The SESTA Team, whose Director and RDA Coordinator are members of the SSIP Leadership Team, is employed by Boise State University. SESTA Team members regularly attend the department meetings of the BSU Education Department. In these meetings, the team is able to share information related to the SSIP and ongoing projects of SESTA. The team will continue to build this collaboration and extend the conversations to the curriculum of pre-service teachers with professors who are providing that pre-service training.

#### University of Idaho

One SESTA Instructional Coordinator is employed on a sub-award granted from the ISDE to the University of Idaho. She provides support and services to the northern two regions in Idaho, and actively participates both virtually and in-person with the team located in Boise. In addition, the Director of the Idaho Training Clearinghouse, located on the University of Idaho campus in Moscow, is the evaluation expert on the Simpl team.

### **Federal Programs Coherence Committee**

The mechanism the State will use to involve multiple offices and/or other state agencies in the improvement of the State's infrastructure was enhanced with the development of the Federal Programs Coherence Committee. The members have met twice to begin to better understand each other's programs and to better align resources.

The members of the Committee agreed to increase the collaboration between programs, and will identify the action steps needed to make this happen. In the most recent meeting, the committee reviewed a logic model for the work, which was developed by Education Northwest, the organization that will be leading the process of

alignment. The Committee agreed that the most immediate need for alignment was in the area of statewide technical assistance, coaching, and support.

The Committee scheduled a meeting to include all the supervisors of these coaches/coordinators with the following goals in mind:

1. Discuss the types of service provided, and create common language around the terms “coach,” “coordinator,” “contractor,” etc., to create uniformity and increased understanding.
2. Review procedural documents and guidance materials to identify commonalities.
3. Create a communication plan for sharing scope of work developments with regions and districts.
4. Identify duplicated services and service gaps in an effort to increase efficiency, decrease overlap, and effectively use limited resources.
5. Create a common document/format that will include the common language, procedures, intended outcomes, evaluation tools, etc., which each program will use as their foundational guidance document. Each group can then customize and add specific relevant information.

The Coherence Committee meets monthly to identify tasks and timelines, share resources, and continue the discussion of program alignment. The SSIP State Lead is an active member of this committee, and will continue to seek counsel from and add content to this committee as the plan progresses.

### **Increase Stakeholder Engagement**

The process used to involve stakeholders for all components of the SSIP has been evolving. The role of stakeholders is key and the SSIP core team is identifying specifics of each group's involvement. Below is a description of each stakeholder group that has been active thus far in the SSIP and a description of how their engagement will be further developed.

#### Parents and Community

The SSIP Team identified strategies and resources to support increased inclusion of parents and community in development, implementation and evaluation of the SSIP. Expanding on parent and community inclusion is high priority for SSIP development as the team plans the *Be a Reading Hero Conference* and subsequent district professional development opportunities and activities.

The SSIP Team has explored multiple potential strategies for involving parents and community through collaboration as follows:

- Through collaboration with the SSIP Cohort districts, the SSIP Team will develop a plan for increasing parent and community involvement specific to the community of each Cohort district.
- Through collaboration with the ISDE, the SSIP Team will develop a parent and community web and social media campaign to provide SSIP involvement opportunities throughout the state. SSIP Team members and ISDE Web content staff met in January 2016 and discussed logistics, potential to model an existing ISDE campaign, and content involved in rolling out this campaign in 2016-17.
- Through collaboration with ISDE Special Education staff tasked with oversight of Indicator 8 (Parent Involvement), the SSIP Team explored the option of reaching parents through the same mechanism used to reach parents for Indicator 8, a parent survey administered through a contracted third-party agency. The SSIP team requested to be involved in the process of renewing the Indicator 8 survey contract in FY 17 at which time they will explore adding additional scope of work to that contract.

#### Directors Advisory Council (DAC)

This council is representative of all six regions, and is comprised of special education directors. During each bi-monthly meeting, the State Lead updates DAC on progress, asks for input, and outlines upcoming tasks and activities. The council supported the selection of the original 3 districts, and gave input on expanding the cohort to include SPDG districts. The council also was involved in the planning of the reading conference, giving insight into ideal statewide locations and best ways to message conference information to increase participation

Special Education Advisory Panel (SEAP)

The SSIP State Lead presented an overview of the SSIP Phase I and next steps for Phase II. The Executive Team for SEAP proposed identifying the SSIP Phase II as a priority item for their group for this year and the panel members agreed. In January, the SSIP State Lead met with the Executive Team and identified the best way to braid the two programs throughout the next year. The panel agreed to support the mission of increasing stakeholder involvement, and will work on a draft of the plan to address this concern.

District Special Education Directors

The SSIP State Lead made presentations at the Regional Special Education Directors meetings in September in order to review the SSIP Phase I and discuss the upcoming activities in the SSIP Phase II. Directors were able to ask questions and were encouraged to communicate with the SSIP team to add comments or give input to the identified plans. The Special Education team also hosts a Special Education Directors' webinar each month during which the SSIP is updated and directors are strongly encouraged to communicate with the team to address any new items, ask questions, and be involved in the plan development.

Idaho Parent Unlimited (IPUL)

The Director of IPUL is on the Executive Committee for SEAP. She participated in the presentation to SEAP in November, and again joined the meeting between the SSIP State Lead and the Executive Team in January to plan for ongoing stakeholder development. IPUL is contracting with the SPDG for the 2016-17 school year to provide training on increasing parent involvement.

Idaho State Department of Education

In September 2015, the SSIP Core Team presented at the ISDE all-staff meeting to increase awareness and understanding of SSIP background and purpose. This was an ideal opportunity to showcase the collaboration among Team members, as the presenters were from SESTA, Assessment, Special Education, and ELA/Literacy.

Institutions of Higher Education

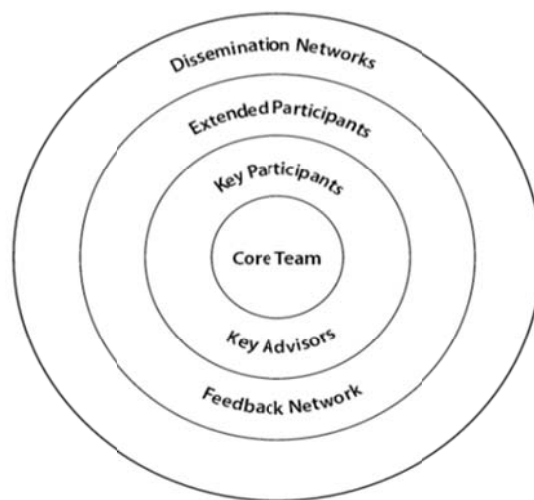
SESTA team members are employed as professional staff at Boise State University and the University of Idaho through sub-awards from the ISDE. This connection maintains an on-going connection between the IDSE and two prominent universities. The BSU team has attended the BSU Department of Education faculty meetings as well as all faculty events hosted by the university. At these meetings, the team is able to broaden the faculty's understanding of the purpose of SESTA and the critical components of Results Driven Accountability.

**Identifying Gaps in Stakeholder Involvement**

Idaho joined the Results-Based Collaborative sponsored by the National Center for Systemic Improvement. This collaboration supports the efforts states are making to redesign compliance monitoring systems, and allows Idaho's Results-Driven Accountability (RDA) Team access to national experts and other state's RDA teams. In a recent conference call with the organizers of the Cross-State Learning Collaborative for Results-Based Accountability, Idaho's team was introduced to the graphic in *Figure 3.3*. This graphic was included in the workbook that participants completed while at the collaborative, and was developed from the publication, "Leading by Convening" (Leading, 2016). The NCSI experts walked Idaho's Results Driven Accountability Team through the concepts discussed during the collaborative, and guided the team to consider how to develop Idaho's vision for identifying and involving multiple layers of stakeholders.

As the RDA Team and the SSIP Team have crossover members, this information will be researched and shared with the Simpl Team to support the further development of the SSIP.

*Figure 3.3 Stakeholder Engagements*



Below are the roles and responsibilities of each stakeholder group, the representatives from Idaho currently included in the identified stakeholder group and the representation gap that Idaho needs to fill.

<b>Stakeholder Group</b>	<b>Role/Responsibilities</b>	<b>Current Idaho Representatives</b>	<b>Gap</b>
Core Team	<ul style="list-style-type: none"> <li>• Create engagement strategies</li> <li>• Organize activities</li> <li>• Communicate with decision makers</li> <li>• Oversee review and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• SimPL Team (see Appendix G for members)</li> <li>• ISDE Special Education Director</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Expert for SSIP</li> </ul>
Key Participants and Advisors	<ul style="list-style-type: none"> <li>• Act as regular contacts for information on the issue</li> <li>• Give advice and help the core team sense issues and adapt activities in a variety of contexts</li> <li>• Join the core team periodically when their expertise is required on a particular issue</li> <li>• Bring their networks into the work of the group</li> <li>• Make opportunities for the work within their networks</li> </ul>	<ul style="list-style-type: none"> <li>• SSIP Core Team including district directors and support personnel and ISDE ELA Literacy Coordinator</li> <li>• District Results Driven Implementation Teams</li> <li>• Director's Advisory Council (DAC)</li> <li>• Special Education Advisory Panel (SEAP)</li> <li>• SESTA Instructional Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Local Agencies in Cohort Districts</li> <li>• Community Partners</li> <li>• School Results Driven Implementation Teams</li> <li>• Parents and educators in Cohort districts</li> </ul>
Extended Participants and Feedback Network	<ul style="list-style-type: none"> <li>• Volunteer to become involved and represent the perspective of their organization and/or network</li> <li>• Bring the perspective of their role and/or organization into the work</li> <li>• Bring important learning back to their networks</li> <li>• Identify other practitioners and family members who may become active</li> </ul>	<ul style="list-style-type: none"> <li>• Idaho Core Coaches</li> <li>• Idaho Capacity Builders</li> <li>• ISDE divisions</li> <li>• SESTA</li> <li>• Federal Programs Alignment Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Idaho Core Coach connected to each Cohort district</li> <li>• Statewide agencies (Idaho Reads!, Campaign for Grade-Level Reading)</li> <li>• School-related networks</li> </ul>
Dissemination Networks	<ul style="list-style-type: none"> <li>• Receive information</li> <li>• Redistribute information through newsletters, news blasts, meetings, etc.</li> <li>• Customize messages for their particular audience</li> </ul>	<ul style="list-style-type: none"> <li>• Special Education Directors webinar</li> <li>• Statewide presentations</li> <li>• ISDE webpage</li> <li>• Idaho Training Clearinghouse</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Networks</li> <li>• District/School websites/ newsletters</li> <li>• Statewide agencies</li> </ul>



## **Component 2**



# **Support for District Implementation and Evidence-Based Practices**



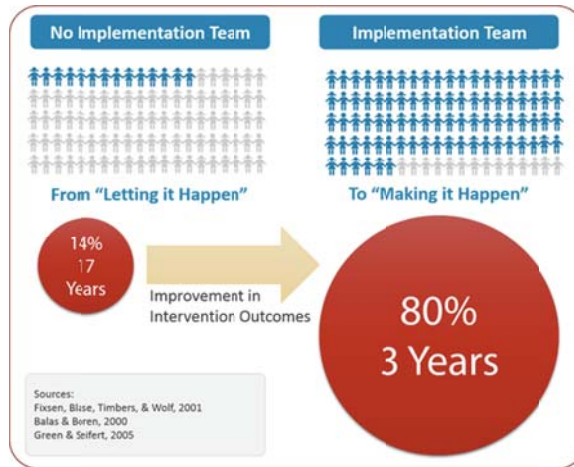
**Section 2A: Specify** how the state will support Districts in implementing the evidence-based practices that will result in changes in LEA, school and provider practices to achieve the SiMR for children with disabilities.

### Implementation Science

A 2011 fidelity study from the U.S. Department of Education estimated that only 3.5% of all curriculum for prevention programs were both researched-based and met fidelity. This information suggests that a tremendous amount of resources allocated to school based prevention efforts either lack empirical support for effectiveness or are implemented in way that diminish the desired effect (Crosse, 2011).

The SSIP Team understands the importance of identifying appropriate evidence-based practices based on Idaho students' needs, planning to ensure that practices are implemented as intended, establishing ongoing assessments to evaluate implementation procedures and student outcomes, and engaging in a continuous improvement process to plan for needed improvements. Idaho plans to follow the guidelines of this process because of the research done on the benefits of using deliberate implementation stages in order to maximize the effects of the implementation. This is captured in Figure 2.1, developed from the work of those listed on the graphic, and posted on the Active Implementation Hub. "The purposeful and active use of implementation science can turn 80% failure into 80% success" (Fixsen et al., 2001).

Figure 2.1 Implementation Teams



As described in Component 1, the SimpL Team focused on implementation science, and provided recommendations for the Idaho SSIP Core Team to develop a timeline for the SSIP. The stages of implementation are described below with anticipated dates of work for each stage.

Stage	Date	Activities to Complete
<b>Exploration</b>	Apr 2015 - Apr 2016	<ul style="list-style-type: none"> <li>Identify need for change</li> <li>Learn about possible interventions that may provide solutions</li> <li>Learn about what it takes to implement the innovation effectively</li> <li>Develop stakeholders and champions</li> <li>Assess and create readiness for change</li> </ul>
<b>Installation</b>	Jan 2016 - Aug 2017	<ul style="list-style-type: none"> <li>Establish resources needed to use innovation</li> <li>Identify resources required to implement innovation as intended</li> </ul>
<b>Initial Implementation</b>	Aug 2017 - Aug 2018	<ul style="list-style-type: none"> <li>Apply initial innovation by teachers and others who have recently learned how to use the innovation</li> <li>Learn how to support new ways of work at the district level</li> </ul>
<b>Full Implementation</b>	August 2018 and beyond	<ul style="list-style-type: none"> <li>Use of the innovation has been well-integrated into the repertoire of teachers and staff</li> <li>Support the innovation routinely and effectively by successive district administrations</li> </ul>

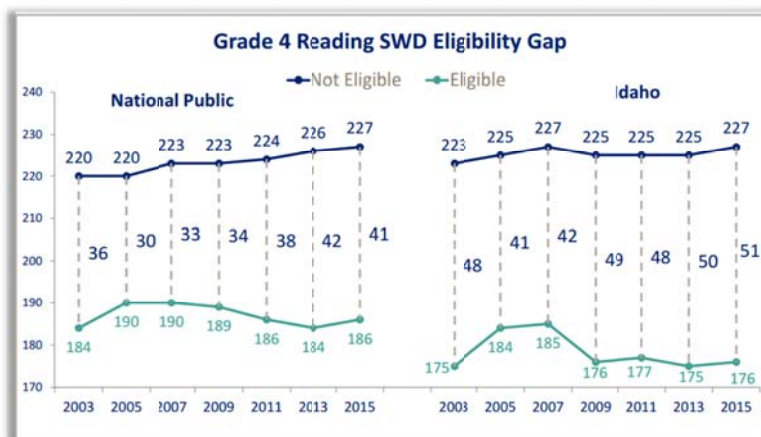
## Exploration Stage (April 2015 – ongoing)

The Exploration Stage began when the SSIP I was submitted in April 2015 and will continue as needed. Through ongoing evaluation and data analysis, it may be determined that a return to the Exploration Stage is necessary to identify more effective practices, develop a more substantial infrastructure, and explore and adjust any area identified in the evaluation process that needs to be strengthened to increase success.

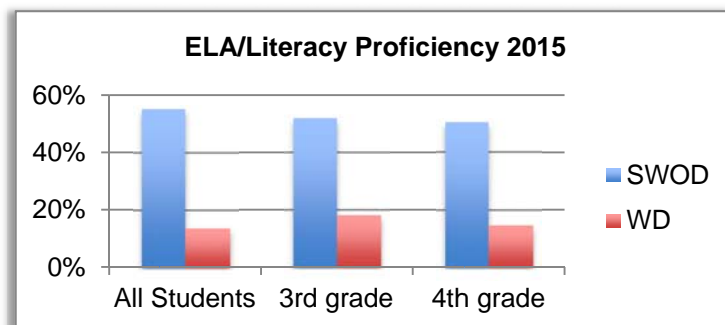
The SSIP Team (in this component, SSIP Leadership, SSIP Core, and Simpl teams will be referred to as a single “SSIP Team”) is engaged in exploration activities in each of the six areas listed below. Each individual activity conducted during this phase is described in chronological order in Appendix C. A brief outline of activities is listed below:

### Identify the need for change

Analyze 4<sup>th</sup> grade NAEP reading data from 2015 that indicated a 51% gap in reading proficiency between students without disabilities (SWOD) and students with disabilities (SWD).



Analyze results of 2014-15 state assessment in English Language Arts (ELA) to determine the gap in proficiency rates between students without disabilities (SWOD) and students with disabilities (SWD) in English Language Arts.



### Learn about possible interventions that may provide solutions

- Research evidence-based practices related to early literacy and inclusive education
- Join the Cross-State Literacy Collaborative and continue to communicate with other states
- Identify local and national reading experts and regularly seek guidance

### Learn about practices for implementing innovation effectively

- Develop the Simpl team to focus on implementation science
- Create documents to guide implementation
- Create evaluation tools to determine success of implementation

Develop stakeholders and champions (teachers and administrators in the Cohort willing to go above and beyond regarding SSIP communication)

- Collaborate with multiple ISDE divisions
- Meet with stakeholder groups

- Develop an effective and flexible communication plan
- Present the content to multiple stakeholder groups

#### Assess and create readiness for change

- Interview and assess capacity of district
- Survey teachers and analyze the resulting data
- Continue to provide updates to lead personnel

### **Selecting Evidence-Based Practices**

In October 2015, the Idaho SSIP Team's understanding of evidence-based practices related to literacy was greatly enhanced when six members of the SSIP Team attended the Cross-State Learning Collaborative (CSLC) on Language and Literacy, sponsored by the National Center for Systemic Improvement (NCSI).

At the CSLC, the Executive Director of the Meadows Center for Preventing Educational Risk led a group discussion on critical foundational reading skills. The Executive Director's insight developed the team's understanding of targeted strategies for students with disabilities and motivated them to closely consider direct literacy interventions. The SSIP Team understood the critical window for reading, and the strong correlation between instruction in the foundational reading skills and improved student outcomes.

In Phase I, a data workgroup analyzed data and results from the infrastructure analysis to determine root causes of what was inhibiting students from being proficient in literacy skills. The ISDE's two statewide surveys, the Educator Stakeholder Survey and the Agency/Parent Stakeholder Survey, confirmed these four root causes:

1. Insufficient or poor professional development
2. Lack of collaboration within the ISDE, LEAs, and schools.
3. Lack of understanding of the function and use of assessments
4. Lack of family involvement

The Phase II SSIP Team reviewed the root cause analysis developed in Phase I, and then studied the improvement strategies that were subsequently developed in response to the root causes. As explained in the *Introduction*, the improvement strands were updated during Phase II to align data, needs, and resources. The updated alignment, combined with new understanding of the importance of foundational reading instruction, lead the SSIP Team to research and identify EPBs that, when implemented correctly, have been proven to increase outcomes for students with disabilities:

1. Instructional practices related to the five foundational reading skills
2. Inclusive strategies to support students with disabilities' participation in the general education setting
3. Data-based decision-making to inform and improve instruction

### **Instructional Practices**

The SSIP Team focused on the IDEA principle that students with disabilities should have access to core curriculum and standards to the maximum extent possible. Accordingly, students must be able to read proficiently. Through ongoing discussions, the Director of the Meadows Center for Educational Risk and a member of the National Center for Systemic Improvement continued to guide the SSIP Team on the importance of including the five foundational reading skills identified by the National Reading Panel in 2000: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (National, 2000). Idaho is a local-control state; accordingly, the SSIP Team recognized it would not be possible to identify a mandated, statewide program or curriculum. As a result, the SSIP Team focused on the universality of the five foundational skills, the key components of each skill, and improving teachers' proficiency in assessment and instruction.

### **Inclusive Strategies**

The IDEA principle that, to the maximum extent possible, students with disabilities should be educated with their non-disabled peers guided the SSIP Team in selecting EBPs that support inclusive education. Idaho offers a continuum of services; all IEP teams must determine students' Least Restrictive Environment.

According to the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System, 82% of students on IEPs in K-4 spend 40% or more time in general education settings, and 68% of students on IEPs in K-4 spend 80% or more of their time in the general education setting.

As reflected in this data, students are spending significant amounts of their day in the general education setting. The SSIP Team recognized the need to ensure teachers have EBPs to support maximizing students' successful participation in this setting with the core curriculum. SSIP Team researched and identified multiple evidence-based strategies that have been proven to increase students with disabilities' success, including: cooperative learning, metacognitive strategies, direct instruction, peer tutoring, formative assessment and feedback.

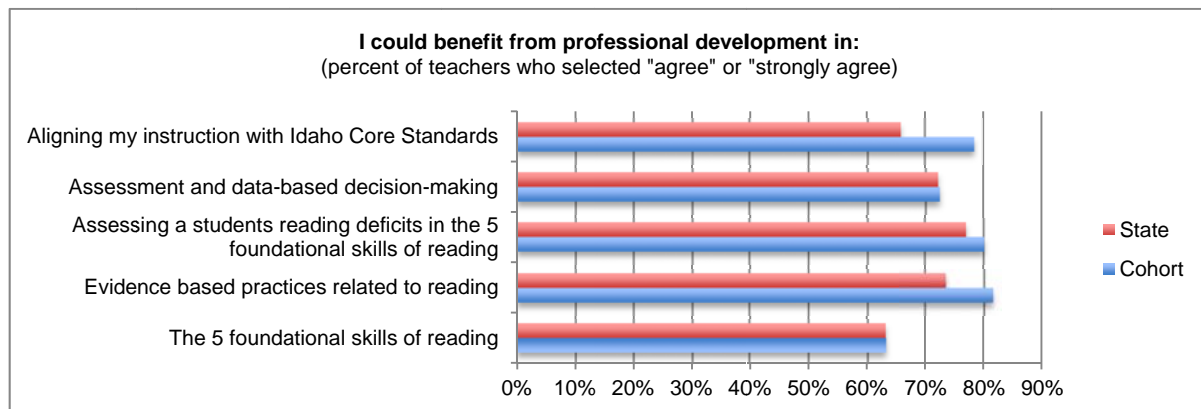
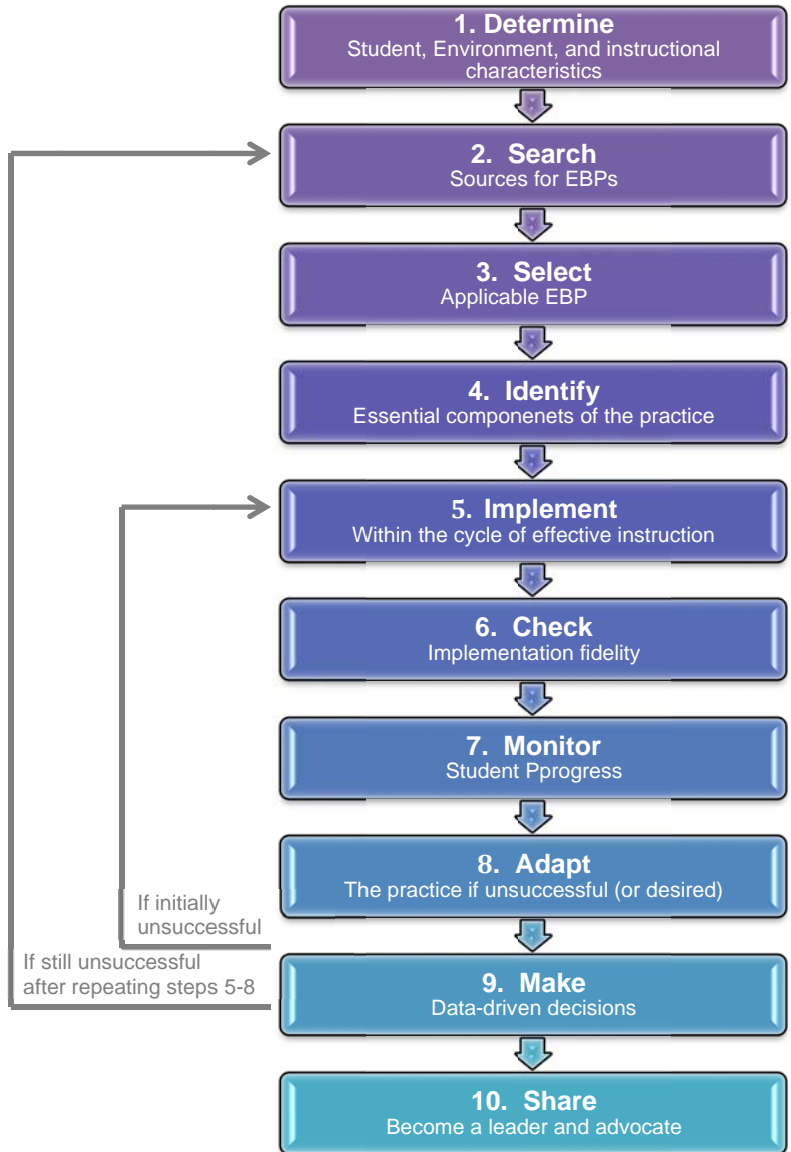
### Data-Based Decision-Making

The SSIP Team identified the need for a continuous improvement cycle, using the best available information to plan activities, implement activities with fidelity, assess both implementation and outcomes, and adjust the plan based on assessment results. This cycle, Plan-Do-Study-Act (PDSA), was integrated as a foundational component of SSIP Phase II. The SSIP Team also identified and will apply the 10-step EBP Implementation Process shown in figure 2.2, which incorporates a continuous improvement cycle (Torres, 2012).

### Considering Need and Fit; Assessing Readiness and Capacity

In order to confirm that elementary special education teachers could benefit from instruction and support in selected EBP strategies, the SSIP Team surveyed elementary special education teachers statewide. A sample question and corresponding data comparing statewide results with results from the SSIP Cohort (seven district selected to participate in the SSIP) are below. Additional graphs of survey results are in Appendix D.

Figure 2.2. Flowchart for 10-Step EBP Implementation Process



Survey results confirmed that elementary special education teachers in both the state and Cohort would benefit from continued professional development related to the evidence-based practices chosen; the five foundational reading skills, and inclusive strategies to support students with disabilities in the general education classroom, and continuous improvement including improved assessment practices.

#### Hexagon Tool

In Phase I, the Hexagon Tool from the Active Implementation Hub was used to consider district alignment for the SSIP (Base, 2013). The Phase II SSIP Team was coached to understand that the best use of the Hexagon Tool was in its evaluation of evidence-based practices. The SSIP Team, therefore, used the tool to evaluate identified evidence-based practices to cornerstone the Results Driven Institute (explained in Section 2B) and ongoing professional development.

Component	ISDE
<b>Needs</b> of students - how well the program or practice might meet identified needs	2015 4 <sup>th</sup> grade NAEP reading data and 2015 ISAT ELA data both identify a need for targeted intervention focused on reading in K-3 among students with disabilities. The identified evidence-based practices will benefit all students and have been demonstrated effective for students with disabilities.
<b>Fit</b> with current initiatives, priorities, structures and supports, and parent/community values	Phase I Parent and Educator Surveys identified reading as a priority. Current initiatives, such as the SPDG, focus on improved outcomes for students. Idaho recently adopted a revised statewide Comprehensive Literacy Plan that supports improved literacy outcomes for all students.
<b>Resource Availability</b> for training, staffing, technology supports, curricula, data systems and administration	With SSIP/SPDG alignment and creation of SESTA, resources and staffing are available to provide professional development and ongoing support. Each district in the Cohort will identify a District Results-Driven Implementation (D-RDI) team to guide identification and allocation of district resources as needed.
<b>Evidence</b> indicating the outcomes that might be expected if the program or practices are implemented well	Significant research evidence supports the EPBs selected will be beneficial; Teacher Survey data indicate that improving practices and instruction on data-based decision-making, the five foundational reading skills, and inclusive strategies align with the State's needs regarding increasing literacy in students with disabilities.
<b>Readiness for Replication</b> of the program, including expert assistance available, number of replications, exemplars available and how well the program is operationalized	Expert assistance is available through local and national contacts, and the SSIP Team is operationalizing the delivery of instruction and support through the RDI (Results Driven Institute). The SSIP Team identified seven districts for initial implementation. Each district identified two schools to be the initial sites for implementation. With proper implementation and support, the initial two local sites will serve as models and exemplars to the remaining schools in the district, scaling up and building capacity throughout the district.
<b>Capacity to Implement</b> as intended and improve implementation over time	The structure of the SSIP Teams is designed to support the sustainability of the RDI (Results-Driven Institute) components. The PDSA model will support continuous improvement beyond the life of the institute.

Application of the Hexagon Tool supported the selection of the identified evidence-base practices by confirming need and fit. The SSIP Team followed guidelines on the Active Implementation Hub (and other implementation research sources) to understand that identification of effective interventions is not adequate in isolation; effective interventions with effective implementation (the identified EBPs) will lead to positive outcomes (*Figure 2.3*).

Figure 2.3





The implementation drivers needed to effect change in district, school and personnel/provider practices are described below:

## Implementation Drivers

### Competency Drivers

- **Selection**  
At the state level, the SSIP Team's members were identified through a thorough selection process to ensure necessary expertise was included on the team to guide plan development. At the district level, the Districts Selection Tool was used to identify districts that demonstrated need and readiness for implementation of new activities and processes. At the district team level, districts used the D-RDI Selection Criteria to identify the District Results Driven Implementation (D-RDI) teams that would have the team membership necessary to carry the process forward and ensure implementation with fidelity.
- **Training**  
At the state level, the SSIP Core Team and SESTA Instructional Coordinators will engage in identified training to ensure a high level of competence in designing, delivering and supporting professional development related to the SSIP. At the district level, the District Lead will ensure that a District Results Driven Implementation (D-RDI) team is present and committed to continuing implementation work upon return to home district and school sites. All participants will engage in a continuous feedback loop to identify training gaps that need to be addressed.
- **Coaching**  
Coaching support will be available at each level of implementation. The SPDG will employ external system coaches to support district, and internal coaching will be further developed.

### Organization Drivers

- **Decision-Support Data Systems**  
Evaluation of implementation success and improving student outcomes relies on accurate data. The only stable statewide data sources currently available are the Idaho Reading Inventory (IRI) for grades K-3 and the ISAT by Smarter Balance grades 3-8 and 11. Districts will be encouraged to identify and implement data collection and analysis systems to support current district- or school-wide RTI practices, will give timely and ongoing feedback about student progress, and will allow schools to adjust instruction according to data outcomes.
- **Facilitative Administration**  
This driver is needed to create internal environments that are conducive to change and supportive of new ways of work. The teams at state, district and school levels will focus on policies and processes of which there is a measure of control to influence application of structures to improve student outcomes.
- **Systems Interventions**  
This level of intervention involves external barriers outside the scope of the SSIP teams. The leadership at each level will work to identify and eliminate barriers or help to adjust the circumstances to support the new ways of work.

### Leadership Drivers

- **Technical**  
All persons in SSIP leadership roles will face technical challenges that have a clear solution and need a leader to intervene for particular outcomes. Technical challenges are ones that can be managed if the team makes a plan, makes decisions, and holds each other accountable for solutions. For example, the leadership driver was utilized when the SSIP Core Team agreed that three districts created an insufficient data pool and that the team needed to reanalyze data to identify possible additional districts to add to the cohort. The SSIP State Lead researched additional data and possibilities, organized the data, and convened a team to review the data and decide upon the solution. Once recommendations were made, the ISDE Special Education Director was tasked with contacting potential districts to communicate with leadership.

Figure 2.4 Implementation Drivers



- Adaptive

This type of leadership is needed when the problem is not as clearly defined nor does it have a clear solution. Aligning of the SSIP and the SPDG required this type of leadership, facilitation of multiple discussion, opposing perspectives and competing priorities. The two State Leads met multiple times, included the SimPL Team members when needed, presented drafts to the ISDE Special Education Director, made additions and adjustments, sought approval from OSEP representatives, and continued to develop and shape the plan.

Professional development support for high-fidelity adoption, implementation, and sustainability of selected coherent improvement strategies and evidence-based practices (EBPs) are reflected in activities developed for the Results Driven Implementation Institute (RDI) outlined in Section 2B of this component. Section 2B will also address how ISDE will support districts in scaling up EBPs by the creation and implementation of the implementation activities.

Section 2B: Identify steps and specific activities needed to implement the coherent improvement strategies. Include communication strategies, stakeholder involvement, how identified barriers will be addressed, and who will be in charge of implementing. Include how the activities will be implemented with fidelity, the resources that will be used to implement them, and timelines for completion.

## **Communication Strategies**

The SSIP Team has established multiple avenues for communicating progress during implementation stages.

### Meetings

The SSIP Core Team will continue to meet bi-weekly to plan directly with ISDE experts, SESTA designees, and district special education directors. As the RDI (Results Driven Implementation Institute) plan continues to evolve, it is anticipated that the district Special Education Director will assume the role of the District Lead in each Cohort district, and therefore will provide ongoing two-way communication with the SSIP State Lead, the SESTA Instructional Coordinator, and the SPDG State Lead.

### Quarterly Email from Special Education Director

The SSIP State Lead will draft a monthly email to update Superintendents in the Cohort districts on ongoing SSIP work in the districts. The monthly email will be sent from the ISDE Director of Special Education and will include training plans, progress made during the reporting period, impact of implementation, and support available to districts and schools.

### Quarterly Webinar

The SSIP State Lead will conduct a monthly webinar to provide guidance on implementation process, answer questions from the field, and connect teams with resources and collaboration opportunities. The webinar will be on an identified topic, but will allow time for participants to ask questions, share successes, and hear about progress from other districts.

### Website

The ISDE redesigned its website for increased user access and functionality. The Special Education Department has a quick link directly on the home page. When a user accesses the Special Education Department homepage, one of the eight quick links available is a direct link to Results Driven Accountability/State Systemic Improvement Plan. Phase I is posted on this site, and Phase II will be posted as soon as it is complete. The page will also have Frequently Asked Questions, links to relevant content, a PowerPoint presentation for stakeholders, and contact information for SSIP State Lead. On this page will be a link to the Idaho Training Clearinghouse, which will house identified resources, professional development materials, updated information, and links to suggested topics.

### Ongoing Access

As part of RDI (Results Driven Institute), SSIP teams will meet with Cohort teams (D-RDIs) for two days in September 2016 in Boise, one day in January or February 2017 on-site, and one day in May 2017 in Boise. Between these visits, districts will have ongoing access to the SSIP State Lead, the SPDG State Lead, and an assigned Instructional Coordinator from SESTA. Frequent, consistent contact will allow the SSIP Core Team to be continually updated on districts' need, requested supports, and gaps in fidelity of implementation.

## **Stakeholder Involvement and Decision-Making**

### Internal Stakeholders

Increasing stakeholder involvement has been a primary improvement area for the SSIP Team. The SSIP Team is working on a cascading model of implementation, which includes a state level team (SSIP Core), district-level team (D-RDI), and school level team (S-RDI).

1. The SSIP Team has established district level stakeholder involvement by successfully inviting district Special Education Directors in each Cohort district to be a member of the SSIP Core Team.
2. The District Special Education Director has involved school-based stakeholders by recruiting members for the six-person District Results Driven Implementation (D-RDI) team.
3. Administrators recruited for the D-RDI (district team) will in turn recruit members for a School Results Driven Implementation Team (S-RDI), which will commit to the implementation process as representatives of the school's stakeholders.



4. All team members of identified districts' staff have direct decision-making roles in identifying how SSIP-provided information and training will align with current district initiatives and infrastructure. SSIP teams will provide professional development and support; the goal of SSIP Leadership and SimPL Teams is to clear the path and provide tools for districts by identifying critical components that, when implemented with fidelity, will improve results for students with disabilities.

#### External Stakeholders

After confirmation and approval to align the State Personnel Development Grant (SPDG) with the SSIP, the SSIP Team drafted the structure for the Results Driven Implementation Institute (RDI). To make the RDI successful, the SSIP Team will work to establish relationships with more internal and external stakeholders. Examples of groups the SSIP Core Team have identified to assist in the planning and development of the content of RDI are listed below.

1. Parents and Community Partnerships: The SSIP Core Team recognizes that parent involvement is currently an undeveloped aspect of the SSIP. Parents are included in the Special Education Advisory Panel, but parents in communities and schools have not yet been included as a foundational resource in the implementation and evaluation of improved practices for students with disabilities. The Idaho Comprehensive Literacy Plan identified the following family and community guidelines for the SSIP Core Team to explore as development opportunities:
  - a. Early learning providers, out-of-school time providers, libraries, and families should engage in local partnerships with districts and schools to support literacy and other learning initiatives.
  - b. Parents/guardians should proactively strive to develop a strong relationship with their child's school that recognizes the notion of shared responsibility for achieving optimal learning and developmental outcomes.
  - c. Parents/guardians should engage with the school by participating in available volunteer activities, such as PTA, reading nights, etc.

In addition to these practices, the SSIP Team has identified and will continue to explore the following avenues for increased parent involvement:

- a. Social media campaign: This will be centralized on the ISDE webpage, and will link participants to content posted. Social media links can be connected to Cohort district's webpages and parent-teacher publications when identified.
  - b. Parent Survey for Indicator 8 of the Annual Performance Report (APR): In order to gather data for Indicator 8, the ISDE contracts with an outside agency to administer a parent survey. There is potential to reach parents through this mechanism.
2. Community Resources – the SSIP Team will research resources available to ISDE when developing and designing instructional components for the RDI. These relationships are imperative and will be explored and developed to support ISDE's continued development of expertise in reading instruction. In addition, the SSIP Core Team needs to support each district as they engage in this same exploration process at their local community level. Each district will have unique programs and partners that could become active participants in supporting improved outcomes for all students.
3. Idaho Core Coaches – the SSIP Team will continue to meet and plan with the Core Coaches who are providing support and technical assistance to the SSIP Cohort. The Core Coaches are experts in aligning instruction to the Idaho ELA Content Standards and will provide invaluable content knowledge about the Standards in K-4. SESTA Instructional Coordinators and Idaho Core Coaches will coordinate available information and identify key considerations for increasing access for students with disabilities.
4. Idaho Reading and Literacy Summit: In November, the SESTA team attended a one-day presentation of Idaho reading initiatives. The SSIP Team will work to understand the organizations that were represented and how the goals of each organization overlap with the goals of the SSIP. These organization include:
  - a. Idaho Reads! – A coalition comprised of community-based groups that are working to improve reading proficiency in Idaho. Idaho Reads! has a historic opportunity to ensure that every child in Idaho receives the gift of reading so that they can be successful in school, work and life.
  - b. Campaign for Grade-Level Reading - Supporting over 170 communities across the nation, this organization's efforts ensure that more children from low-income families are reading proficiently by the end of third grade.

- c. Idaho Association for the Education of Young Children - This organization has established partnerships with several school districts and agencies to provide READY! For Kindergarten workshops to almost 500 families in 20 school districts in Idaho.

#### Local Stakeholders in Cohort Districts

Stakeholders will be involved in implementation of increased literacy practices and will have decision-making roles during planning, implementation and evaluation of the plan. The ISDE will support the District Results-Driven Implementation teams in identifying local parent and community groups to support the development of a plan that will address student growth in literacy. Stakeholders will be involved in developing resources, materials, and communication plans to share the message of increased data use, use of evidence-based reading practices, and increased support in the general education setting.

Prior to the inception of the Results Driven Institute in September, the SimpL Team will help the District Results-Driven Implementation (D-RDI) team and the School Results-Driven Implementation (S-RDI) teams complete the following tasks:

1. Develop a communication plan to involve local stakeholders
2. Identify key stakeholder leaders to support the S-RDI team in the new ways of working
3. Create materials and resources to promote the RDI message with stakeholder and community groups

#### **Addressing Barriers Identified in Phase I**

The barriers and improvement opportunities identified in Phase I that will be addressed in Phase II include:

<b>Barrier</b>	<b>Solutions</b>
Lack of Resources	<ol style="list-style-type: none"> <li>1. Re-establishment of SESTA for support and technical assistance</li> <li>2. Identification of a Results-Driven Accountability Coordinator as the SSIP State Lead</li> <li>3. Alignment with the Staff Personnel Development Grant (SPDG) State Lead</li> <li>4. Collaboration for increased coherence and efficiency</li> <li>5. Creation of project teams to facilitate communicate and decision-making</li> <li>6. Alignment with ISDE initiatives to leverage supports</li> </ol>
Large geographical size of the state makes face-to-face training difficult	<ol style="list-style-type: none"> <li>1. Increase training on the use of technology to support statewide collaboration</li> <li>2. Increase collaboration regionally to leverage regional support</li> <li>3. Streamline messages to maximize contact time</li> <li>4. Increase use of the ISDE website as an up-to-date, relevant communication tool</li> </ol>
Small, rural districts unable to find substitutes for teachers to attend professional development	<ol style="list-style-type: none"> <li>1. Create District Results Driven Implementation teams to support district-level expertise and create opportunities for authentic, job-embedded professional development that can occur without the use of substitute teachers</li> <li>2. Empower district teams to identify materials and resources needed to support multiple formats for professional development</li> <li>3. Encourage Cohort district teams to collaborate with surrounding districts to increase the use of evidence-based practices</li> </ol>
Lack of collaboration among ISDE divisions	<ol style="list-style-type: none"> <li>1. Present multiple times at the monthly staff meetings to update all divisions on the SSIP and new work</li> <li>2. Meet with division directors to establish common priorities and align resources</li> <li>3. Participate in the Federal Programs Alignment Committee</li> </ol>

## Improvement Strategies

Below is a brief description of how each re-aligned improvement strategy is addressed in Phase II:

Improvement Strategy	Addressed in Phase II
Improved Literacy Practices	<ol style="list-style-type: none"> <li>1. Extensive research and collaboration with national experts to identify evidence-based practices to improve outcomes for students with disabilities.</li> <li>2. Development of Cross-District collaborations for Cohort districts to improve foundational knowledge of reading and literacy practices.</li> <li>3. Development of <i>Be a Reading Hero</i> conference to provide statewide professional development.</li> <li>4. Organization of Cohort Work Session following the <i>Be a Reading Hero</i> conference to develop implementation plans for Cohort districts.</li> </ol>
Improved Inclusive Practices	<ol style="list-style-type: none"> <li>1. Development of professional development activities to improve Cohort district use of evidence based practices related to inclusive education.</li> <li>2. Extensive collaboration with ISDE divisions to support inclusive education and increase knowledge of the needs of students with disabilities</li> <li>3. Support the development of District Results-Driven Implementation (D-RDI) teams to increase the effectiveness of evidence-based practices.</li> </ol>
Improved Continuous Improvement Cycle	<ol style="list-style-type: none"> <li>1. The SSIP has adopted the Plan-Do-Study-Act continuous improvement cycle and will include it in all professional development and planning activities</li> <li>2. Professional development and support will include assessment practices specific to the five foundational reading skills</li> <li>3. An EBP in formative assessment, evaluation, and feedback will be included in Results-Driven Institute and new teacher training</li> </ol>
Improved Family and Community Involvement	<ol style="list-style-type: none"> <li>1. The SSIP State Lead has communicated with the Council on Developmental Disabilities Inclusive Education Network, Special Education Advisory Panel, Boise State University, and Idaho Parents Unlimited to identify common priorities</li> <li>2. Idaho Parents Unlimited, a parent support agency, will be contracted by SPDG to provide training for parents related to increased school involvement and active participation in the RTI and IEP process.</li> <li>3. The SSIP Team attended the Idaho Literacy Summit to identify literacy-based initiatives that could be partners in supporting the goals of the SSIP.</li> </ol>

## Implementation of Coherent Improvement Strategies

### 2016 Spring/Summer

The SSIP teams at the state level ensure district personnel are trained to implement the coherent improvement strategies and evidence-based practices with fidelity by helping districts identify a District Results Driven Implementation (D-RDI) team. The SSIP Team provided each District Lead with the Selection Criteria Guidelines to guide identification of staff to support the implementation within the district. The SSIP Team designed and provided Evidence-Based Practice (EBP) Coach Criteria to aid in the identification of the two EBP coaches to include on the team. The six-person district team (D-RDI team) will include:

1. District Lead: the Special Education Director or their designee
2. System Support: a district-level staff member who attends district-level meetings, has access to district leadership personnel, and also has contact with school-based personnel
3. School-based administrator: from first selected elementary school
4. School-based administrator: from second selected elementary school
5. EBP Coach: teacher or specialist from first elementary school
6. EBP Coach: teacher or specialist from second elementary school

The Exploration Stage was also an opportunity for the SSIP Team to study the Phase I improvement strategies and align activities to address each strand. The SimpL team learned about logic models at the Cross-State Learning Collaborative when the Director of the National Center for Systemic Improvement walked states through the process of developing a logic model to align resources, activities, outputs and outcomes to ultimately lead to the SimR. The development of Idaho's logic model will support the implementation process.

## Short- and Long-term Activities

### Cross-District Collaboration (Spring 2016)

After District Results Driven Implementation (D-RDI) teams were identified, district leads were asked to include as many members of the D-RDI team as possible in two days of preliminary professional development offered in January and March of 2016. SESTA contracted with Lee Pesky Learning Center to provide one day of professional development to build general capacity for understanding the components of reading and reading assessments. A follow-up day of professional development occurred in March 2016 to instruct participants in using assessment results to identify evidence-based reading practices to implement.

The two-day Cross-District Collaborative will also provide the D-RDIs an opportunity to meet each other, begin to build collaborative relationships, and further discuss the purpose and direction of the SSIP. The SSIP Team considered these two days to be Idaho's Cross-District Learning Collaborative, and feel that a foundation has been established on which all other activities will be built.

### Be a Reading Hero Conference (June 2016)

The next commitment for the D-RDIs is full participation in the *Be a Reading Hero* conference in June 2016. This conference is a professional development event available to all elementary teachers in Idaho, with Dr. Sharon Vaughn as the keynote speaker in Boise. The conference will be offered in Boise, Moscow and Idaho Falls and will include general sessions and break out sessions (Moscow and Idaho Falls will view a video recorded version of Dr. Vaughn's presentation hosted by a doctoral student). A call for proposals was sent out to educators and community agencies.

### Be a Reading Hero Conference – Cohort Work Session (June 2016)

The Cohort district's D-RDI teams will attend the conference in Boise, and then will spend the following day receiving targeted professional development and participate in a Cross-District Collaboration opportunity. The intended outcome of the day will be for D-RDI teams to leave with a shared understanding of the vision, common language and purpose, and an action plan for implementation for the fall of 2016.

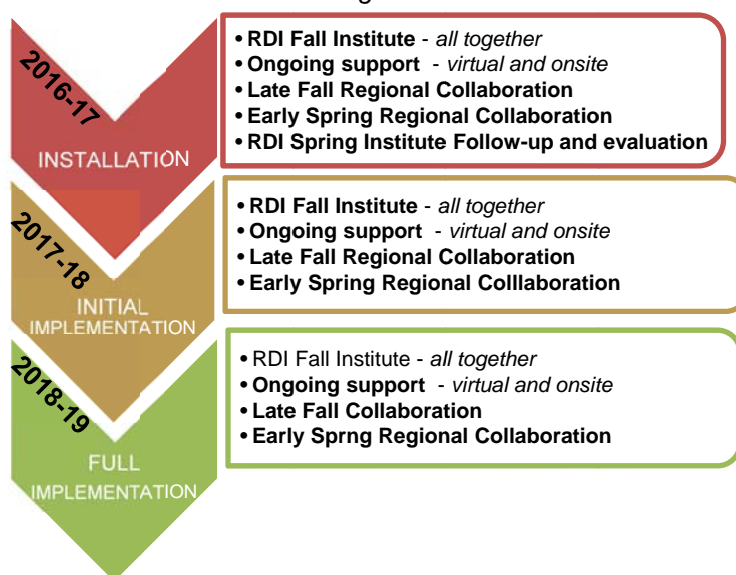
### Results-Driven Implementation Institute (September 2016 – June 2019)

The D-RDI teams participate in the Results Driven Institute, which includes a 3-year plan for professional development and ongoing support in fall 2016 (*Figure 2.5*). The primary goal of RDI is to build the capacity of district teams to develop sustainable systems within their districts to improve literacy outcomes for elementary students with disabilities within the student's least restrictive environment. The long-term goal of the institute supports the State-identified Measurable Results of the State Systemic Improvement Plan: students with disabilities will show growth in literacy from 3<sup>rd</sup> to 4<sup>th</sup> grade on the state summative assessment.

RDI supports schools using the Plan, Do, Study, Act (PDSA) model as an approach to improving instruction and outcomes by implementing evidence-based practices for reading and inclusion for students with disabilities. A further explanation of the PDSA model is in Appendix 2C. Detailed information on the specifics of the RDI Institute is found in Appendix E.

Through the RDI Institute, RDI practices are integrated into the professional culture of district, with the district team establishing expertise and structure to continue to support improved student outcomes through sustained implementation of RDI without ongoing external supports.

*Figure 2.5. RDI Institute*



Section 2C: Specify how the state will involve multiple offices within the SEA and other state agencies to support LEA in scaling up and sustaining the implementation of the evidence based practices once they have been implemented with fidelity.

### **Multiple Offices**

Once practices have been implemented with fidelity, multiple offices within the ISDE and other state agencies will support districts during the scaling up period and in sustaining the implementation of EBP. The SimPL Team will assist district teams (D-RDI teams) in coordinating available support from agencies during the scaling-up period as follows:

#### Idaho ELA/Literacy Core Coaches

Districts' regional ELA/Literacy Core Coach will be identified and teachers within the district who have participated in the Core Coaching Network will be contacted. The SSIP team, in combination with ELA/Literacy Division of ISDE, will share ongoing work in Cohort districts and facilitate connection between Core Coaching Network participating teachers and Cohort districts' participating teachers.

#### Idaho Capacity Builders

Regional Coordinator for the Idaho Capacity Builder Project will be contacted and updated on district's SSIP work. The Capacity Builder Regional Coordinator will be included in the communication plan with the district and the district will be given information about the work being done by the Capacity Builders.

#### SESTA

An Instructional Coordinator from SESTA will be assigned to SSIP districts and will facilitate communication between programs, create materials and resources identified by the district, provide professional development and technical assistance as needed, and communicate with the other assigned Instructional Coordinators to collaborate and align supports. All materials and resources will be readily available statewide; districts outside of the Cohort that are interested in certain resources or materials can work with districts that have applied them. SESTA instruction Coordinators, who are assigned to cover all districts in the state, will work together to align SSIP resources to districts statewide.

#### Federal Programs

The SSIP State Lead is a member of the Federal Programs Alignment Committee and will continue to align the SSIP with available federal programs as appropriate. Federal Programs included in this committee include Title I supports in identified schools, Title II-A Principal and Teacher Quality, Family and Community Engagement (FACE), Title III English Learners. Through collaboration (SSIP presence on this committee) EBP-promoting resources will be readily available between all Federal programs.

#### SPDG (State Personnel Development Grant)

The SSIP/SPDG collaboration will provide a comprehensive system of support for districts included in both initiatives. Resources and materials from each program will be accessible to all districts, and coordination between programs will afford all involved districts immediate access to systems and instructional support. Both initiatives are being strengthened by principles of implementation science and the joint effort will benefit all directly involved districts, and subsequently (through resource-sharing and district partnerships), districts statewide.



# **Component 3**



# **Evaluation**

**Section 3A:** Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP. Specify its impact on achieving measureable improvement in SiMR for children with disabilities.

## Evaluation Introduction

As described in Component I, the SSIP Core Team is composed of literacy content experts, special education experts, and data experts, and has strength in leadership, collaboration, and program planning. On the Core and Simpl team is the external evaluator for the State Personnel Development Grant (SPDG), an expert in evaluation. This evaluator has a portion of her salary funded by the SPDG and has guided the SPDG State Lead in the development, implementation, and execution of the SPDG evaluation, including program alignment, data analysis, and quality assurance. The alignment of the initiatives has allowed for increased access to the evaluator, but it cannot be expected that developing and conducting an additional program evaluation can be braided into this member's responsibilities.

In an effort to understand and develop the evaluation, the SSIP State Lead and members of the Simpl team have attended Cross-State Learning Collaboratives, participated on evaluation webinars sponsored by the National Center for Systemic Improvement (NCSI), accessed national experts during "Office Hours" sponsored by NCSI, asked for feedback and input in the development of the logic model and evaluation questions, and participated on multiple phone calls with members of NCSI and the IDEA Data Center.

The plan for how to evaluate the SSIP remains under development. Up to this point, the Simpl Team has focused on the development of the logic model in order to understand the activities needed to support improved outcomes in each of the improvement strands. The identification and development of these activities have been crucial due to allocation of resources, communication with participants and commitment and engagement of the districts.

The SSIP evaluation process will assist in determining the extent to which the processes and activities implemented are successful in increasing the literacy outcomes for students with disabilities. The plan described in the remaining portion of this Component outlines the plan for 2016-17, with a focus on intended outcomes at the state-level, as well as the intended SiMR.

## Evaluation Team

The Simpl Team will conduct the evaluation. The evaluation team (Simpl team) represents a diverse set of internal stakeholders, including representatives of two institutes of higher education (Boise State University and University of Idaho), a statewide special education Project (SESTA), and representatives from the Idaho State Department of Education. The table with qualifications and expertise of the members who will participate in this work is included in Appendix G.

The Simpl Team will:

- Identify or create the initial evaluation tools
- Develop the Evaluation Matrix for district and school level evaluation activities
- Plan and schedule evaluation activities
- Develop the SSIP Evaluation Guide
- Report the evaluation results to the SSIP Core Team and identified stakeholders.

The evaluation will be designed as a continuous improvement process through the use of Plan, Do, Study, Act (PDSA) cycle. Meeting every other week, the Simpl Team has begun the "plan" part of the cycle by creating the 2016-17 Evaluation Matrix to provide an overview of the state-level evaluation activities (*Figure 3.2*). The Simpl Team will next develop the 2016-17 plan for district-level activities, and then the 2016-17 plan for school-level activities. The cascading matrix plan will be finalized by June 1, 2016. After all three levels are complete, the Simpl Team will then create an Evaluation Guide to provide more detail for each activity, tools needed, data collection schedules, and additional guidelines needed to support the matrices.

The "do" phase of the cycle will begin June 1, 2016. The "study" and "act" phases will be ongoing throughout 2016-2017 with a recycling through the PDSA cycle as needed to improve progress toward outcomes.



## Resources Needed to Support the Evaluation Team

### Time

The resources available to support evaluation planning and team members include time allocated from direct supervisors who are committed to improving outcomes for students with disabilities. The Simpl Team will continue to guide the implementation and evaluation process. The SSIP State Lead will use the guidance and input to drive the development activities that are necessary during the two weeks between formal meetings. As the evaluation progresses, the team will determine if this provides sufficient time to guide the process effectively. If necessary, members will consult with supervisors to determine if additional time can be devoted to evaluation activities.

### Access to Evaluation Experts

The Simpl team will conduct the evaluation internally with the guidance and expertise of the State Personnel Development Grant evaluator, who is a member of the American Evaluation Association. In addition, Idaho will need ongoing access to experts and technical assistance providers to support the capacity of the Simpl Team to understand, develop, and execute the SSIP evaluation.

## Correlation Between Phase I and Phase II

In Phase I, the SSIP Team created a Theory of Action that included a series of “If...then” statements. Each statement was developed to identify an area of improvement that, if addressed, would ultimately lead to improved growth in literacy for students with disabilities. As explained in the Introduction of the SSIP, the process of developing the logic model and creating the evaluation plan lead the Phase II Core Team to realign the improvement strands. The current alignment supports the key elements identified in the Phase I analysis while creating a more logical path for implementation and evaluation. The chart below details how each statement from the Theory of Action in Phase I was transitioned to a long-term state-level outcome in Phase II.

Phase I Theory of Action: If the ISDE....	Phase II: ISDE will have....
develops a <b>statewide structure</b> that supports the implementation of evidence-based <b>literacy practices</b>	<b>collaborative statewide PD and TA structures</b> in place that support districts' implementation of evidence-based <b>literacy practices</b>
...builds <b>collaboration</b> across ISDE divisions and community agencies to offer professional learning opportunities on literacy for LEAs and schools	<b>collaborative statewide PD and TA structures</b> in place that support districts' implementation of evidence-based <b>inclusive practices</b>
...develops a statewide balanced <b>assessment system</b> for formative, diagnostic, interim, and summative assessments	<b>collaborative statewide PD and TA structures</b> in place that support districts' implementation of the <b>PDSA</b> process, which includes assessment and data literacy
...facilitates districts' capacity to <b>engage families and their local community</b> in early literacy practices	<b>collaborative statewide PD and TA structures</b> in place that increase districts' capacity to <b>engage families and communities</b> in inclusive literacy practices

## Alignment to Improvement Strands

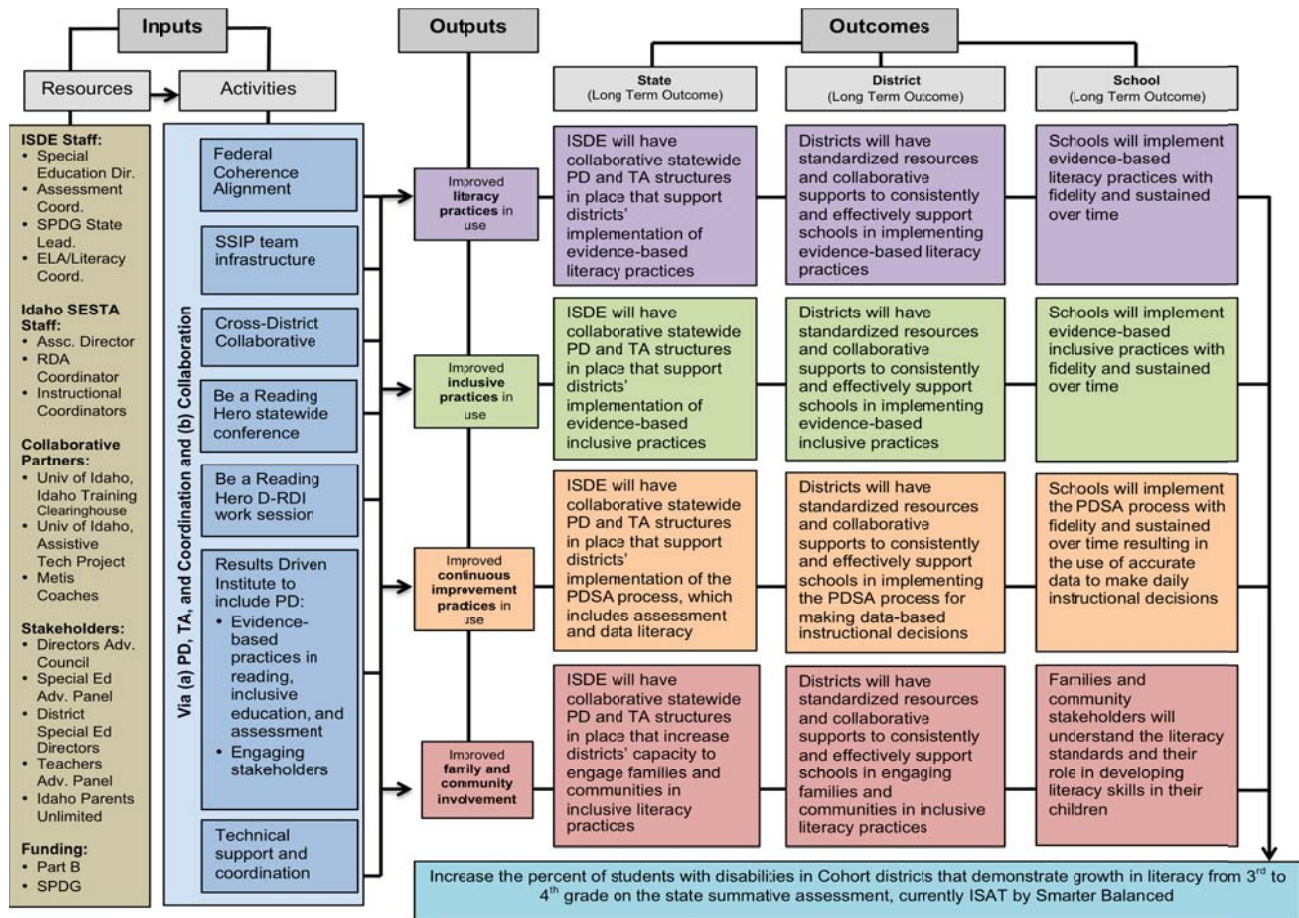
The Simpl Team, with guidance at the Cross-State Learning Collaborative, sponsored by NCSI, and ongoing support from NCSI experts, developed a logic model (Figure 3.1) as a visual representation of resources, activities, outputs and outcomes that create structure for Idaho's SSIP. As described above, Phase II Improvement Strands were developed using the foundational information from the Phase I Theory of Action. Each improvement strand became an output in the logic model and the activities developed for Phase II implementation were explicitly designed to support the ongoing improvement in each of the four strands.

The activities developed to achieve long-term cascading state, district, and school outcomes are detailed in the logic model (Figure 3.1 and below). The box surrounding the activities indicates that the activities are conducted



via two common mechanisms: (a) professional development, technical assistance, and coordination; and (b) collaboration.

Figure 3.1 Idaho's SSIP Logic Model



### Activities Aligned to Improvement Strands

Each activity described in Component II: Implementation of Evidence Based Practices, contributes to growth in each improvement strand, which will lead to the long-term outcomes at the state, district, and school levels, and ultimately, the state's SiMR. The table below lists activities (on the left) and briefly describes the direct results that are intended across all four improvement strands.

Activity	Outputs (Improvement Strands)			
	Improved Literacy Practices in Use	Improved Inclusive Practices in Use	Improved Continuous Improvement Plan in Use	Improved Family and Community Involvement
Federal Coherence Alignment Committee	Align literacy support statewide, coordinate coaching resources	Model inclusive collaboration, increase understanding of students with disabilities	Increase statewide support, establish common language, coordinate resources	Family and Community Engagement (FACE) coordinator involved, universal message, common tools for communication
SSIP Team Infrastructure	Create infrastructure for implementation, complete exploration stage activities,	Create infrastructure for implementation, complete exploration stage activities,	Use common continuous improvement cycle, evaluate progress,	Create sustainability of program, identify community agencies, include on team

	identify best EBPs	identify best EBPs	adjust as needed	
Cross-District Collaborative	Participate in reading training, create district action plan, improve instructional practices	Collaborate with multiple district levels, cross collaborate with other districts, develop district team collaboration expectation	Identify common assessment needs, share resources, create systems for data collection and sharing	Support development of programs, share successes, create common materials and resources
Be a Reading Hero Conference	State-supported professional development on reading practices, establish intensity and expectation	State-supported professional development on inclusive education, establish expectations, cross collaborate special ed and gen ed	State-supported professional development on assessment interpretation, expert guidance on purpose and use	Participate in guidance sessions, involve community agencies
Be a Reading Hero Work-Session	Establish D-RDI (District Results-Driven Implementation) Team norms/procedures for implementation, align professional development with district needs, identify district goals	Identify district need related to inclusion support, create action plan to increase collaboration	Receive targeted instruction, participate in an authentic improvement cycle, identify gaps	Create action plan for improvement, share ideas that are working, create common materials and resources for families
Results-Driven Institute	Professional develop on systems, implementation, and evidence-based practices, develop district priorities	Professional development on inclusive practices, cross district planning and support identified	Practice data collection, interpretation and use, develop plans based on data	Implement plans for increased stakeholder involvement, establish parent communication plan
Technical Support and Coordination	Access resources for implementation support, identify needs for increased PD or TA related to literacy instruction	Access resources for implementation support, identify needs for increased PD or TA related to inclusive education	Participate in continuous improvement cycle, support increased data usage	Coordinate family and community resources, identify unique community needs, create support documents

### Alignment to the Theory of Action

Activities for 2016-17 primarily focus on building statewide and district structures to support increasing districts' capacity. Accordingly, the Evaluation Matrix for 2016-17 included in this section focuses on state-level outcomes from the logic model. The Evaluation Matrix (*Figure 3.2*) represents the state-level evaluation plan for 2016-17 and all subsequent years. It includes the formative and summative evaluation questions and data collection procedures. The evaluation questions developed in Phase II are correlated with the long-term state-level outcomes on the Logic Model. This correlation demonstrates the link between the evaluation plan and the Theory of Action from Phase I.

Figure 3.2 Idaho's SSIP Evaluation Matrix

## SSIP Evaluation Matrix

**State-Level Theory of Action:** If the SDE provides statewide structures of supports for implementation of evidence-based literacy practices; builds collaboration across ISDE divisions and community agencies to offer professional learning opportunities on literacy for districts and schools; develops a statewide balanced assessment system for formative, diagnostic, interim, and summative assessments; and facilitates districts' capacities to engage families and their local community in early literacy practices, then districts will have the capacity to enable schools to show growth in literacy on the state assessment from 3rd to 4th grade for students with disabilities.

Output	State Long-Term Outcome Description	Evaluation Questions (Formative & Summative)	Performance Indicators	Measure/Data Collection	2016-17 Timeline
Improved <b>literacy practices</b> in use	ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of evidence-based literacy practices	To what extent are the implementation drivers in place in the state's collaborative statewide structures for supporting districts?	50% of indicators will score 3 or 4 (in place) – items scoring 1 or 2 will be included in an improvement action plan; indicators for subsequent years will progressively increase and be determined in Phase III	Evidence-Based Professional Development Worksheet & Rubric (1-2-3-4)	Baseline established fall 2016 with comparison at end of year
Improved <b>inclusive practices</b> in use	ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of evidence-based inclusive practices	To what extent is the SDE collaborating across divisions and including community agencies on reading, assessment, data literacy, inclusive practices, and family engagement?	50% of components will have a score of 2 (in place) – items scoring 0 or 1 will be included in an improvement action plan; Years 2-5 indicators will progressively increase and be determined in Phase III	Adapted State Capacity Assessment: Sections 1-3 on Team Investment, System Alignment, and Team Functioning (0-1-2)	Baseline established fall 2016 with comparison at end of year
Improved <b>continuous improvement practices</b> in use	ISDE will have collaborative statewide PD and TA structures in place that support districts' implementation of the PDSA process, which includes assessment and data literacy	How well are the established SSIP teams functioning and coordinating to improve literacy, inclusive practices, continuous improvement, and family engagement practices?	At end of 2016-17, all SSIP teams will be at norming/performing stage of development; indicators for subsequent years will be determined in Phase III	Team stages of development survey	Baseline established fall 2016 with comparison at end of year
Improved <b>family and community involvement</b>	ISDE will have collaborative statewide PD and TA structures in place that increase districts' capacity to engage families and communities in inclusive literacy practices	Is a collaborative state training, TA, and coordination plan on literacy, inclusive practices, continuous improvement, and family engagement practices developed and communicated to districts?	Plan developed by July 1, 2016 covering 2016-17; plan communicated to districts by August 1, 2016; subsequent years: using year-end summative evaluation data, plan will be revised and re-communicated to districts	Comprehensive action plan template for covering purpose, alignment, roles and responsibilities, and timelines	July 1, 2016, and August 1, 2016
		Was training on literacy, inclusive practices, continuous improvement, and family engagement practices provided as designed with regard to schedule, coverage of materials, and best practices in teaching adult learners? Did target district teams attend? How well received were the trainings provided to district teams?	100% of planned training sessions conducted with 90% attendance rate by target districts  With a target of 75% response rate, 80% of trainees will be satisfied with the training, 80% will express increase in knowledge, and 80% will agree that trainings followed adult learning principles  90% of training conducted will have 80% of the high quality professional development indicators in place	Training sign-in/attendance sheets  Training evaluation survey re: knowledge attainment and satisfaction  Observational High Quality PD Checklist	Collected after each training  Collected after each training  Collected after each training
		Was TA and coordination on literacy, inclusive, continuous improvement, and family engagement practices provided	Based on district plans developed in early fall, 100% of districts will complete 75% of the stated action items by the end of year 1	TA Activity Log (entered by SESTA staff)	Ongoing entry with data process checks every other month

as designed with regard to dosage, focus, and adult learning best practices? Did target district teams participate? How well received were the TA and coordination services provided to district teams?		TA evaluation survey (completed by district teams)	Mid-year and end of year
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Impact	Impact Description
<b>SiMR</b>	Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3 <sup>rd</sup> to 4 <sup>th</sup> grade on the state summative assessment, currently ISAT by Smarter Balanced



Evaluation Questions (Formative & Summative)	Performance Indicators	Measure/Data Collection	Year 1 Timeline
Are district teams implementing literacy, inclusive, continuous improvement, and family engagement practices with fidelity?	At end of Year 1, 70% of districts will have 40% of the core components in place	RTI Fidelity Implementation Rubric (to be developed)	Baseline established beginning of fall Year 1 with comparison at end of year
Are students in the target districts showing progress on reading skills?	With fall scores as baseline, 70% of SWD in 3 <sup>rd</sup> and 4 <sup>th</sup> grade will score growth on winter progress monitoring assessments	District progress monitoring scores	Fall and Winter
Did students in the districts demonstrate growth in literacy?	3% growth each year	State summative assessment	Spring

**Section 3B:** Specify the methods that the state will use to collect and analyze data to evaluate implementation and outcomes from the SSIP and the progress toward achieving intended improvements in the SiMR, and how the state will use the evaluation data to examine the effectiveness of the implementation, assess the progress toward achieving intended improvements, and to make modifications to the SSIP as necessary.

### Evaluation Plan Measures

The evaluation will measure state infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I. The Evaluation Matrix (*Figure 3.2 in previous section*) outlines the criteria for successful implementation based on the measures established. For each evaluation question, a performance indicator is stated in order to quantify implementation success. Associated timelines further allow for process (formative) and outcome (summative) evaluation. Formative evaluation questions focus on the SSIP's processes and address the extent to which (and how well) the project is being implemented. Summative evaluation questions target the extent to which the SSIP is achieving its expected outcomes. The Evaluation Matrix also provides the evaluation questions, indicators, and measures for Year 1 evaluation of the State-identified Measurable Result (SiMR), thus, providing a framework for collecting implementation data at regular intervals applicable to the SiMR.

### Sample of Target Students

The SSIP will include seven Cohort districts, which represent approximately 20% of the students with disabilities in 3<sup>rd</sup> and 4<sup>th</sup> grade in Idaho. Therefore, the State's data collection and analysis process is based upon a sample of the target children with disabilities. The table below demonstrates the comparison of the statewide 2014-15 state assessment data with the Cohort. The close correlation between the State and Cohort data for students with disabilities and students without disabilities demonstrates that the Cohort data is representative of the overall State data, which will support scaling-up.

Grade		SWD (Students with Disabilities)		SWOD (Students without Disabilities)	
		State	Cohort	State	Cohort
3	Students	10.33%	10.73%	89.67%	89.27%
	Free and reduced lunch	69.11%	73.44%	53.84%	59.28%
	English Learners	8.99%	9.33%	9.75%	9.04%
	Proficient on 2015 ISAT by Smarter Balanced	15.02%	14.19%	51.47%	49.37%
4	Students	10.08%	10.24%	89.92%	89.66%
	Free and reduced lunch	52.93%	57.32%	68.33%	75.44%
	English Learners	10.65%	11.53%	10.29%	9.00%
	Proficient on 2015 ISAT by Smarter Balanced	11.03%	7.62%	50.29%	50.53%

### Planned Comparisons for Analysis

After implementation of improvement activities 2016-17 (and each subsequent school year), the following comparisons will be made to examine the outcomes:

#### SSIP to SPDG

Three districts will be participating in both the SSIP and the SPDG, while four districts will be focused more intensively on SSIP activities. This creates a data comparison between SSIP-only, SPDG-only and SSIP/SPDG combined districts. All seven districts will complete the SPDG-measure for RTI Fidelity Implementation, which will be the data basis for the comparison. The hypothesis is that those districts with higher RTI components in place will have greater literacy growth in students with disabilities.

#### SSIP School to non-SSIP School within a Cohort District

Each Cohort district has identified two elementary schools to initially participate in the SSIP activities. Cohort districts range from 3 to 14 total elementary schools, thus allowing for non-SSIP schools to serve as comparison. The hypothesis is that within a district, SSIP schools will show greater literacy growth in students with disabilities than non-SSIP schools. Comparison data will further assist the state in



developing a school capacity assessment that will aid districts in selecting additional schools for scaling up SSIP activities district-wide.

### Future Comparisons

The Simpl team has identified the following comparisons that may be possible and further developed in Phase III of SSIP implementation for 2017-18 and subsequent years:

1. SSIP district to SSIP district
2. SSIP district to non-SSIP district
3. SPDG/SSIP combined district with non-SPDG and non-SSIP district

### **Baseline**

Baseline data for student performance will be established in spring 2016 upon the completion of the second year of the ISAT by Smarter Balanced statewide assessment. Students who were in 3<sup>rd</sup> grade in the Cohort district in 2014-15 will take the spring assessment in April of 2016 as fourth graders. Each student who has a score for both the 3<sup>rd</sup> and 4<sup>th</sup> grade assessments, and who was on an IEP for both assessments, will be included in the data sample. The SSIP Core Team will use this information to establish a baseline and create a growth projection. Each year state assessment data will be analyzed and growth targets adjusted as a longitudinal collection of data becomes available.

Initial information on how and when other data sources identified in the plan (surveys, checklists, etc.) will be analyzed is presented below.

### **Plans for Analyzing and Using Additional Data to Inform Process and Progress Towards the SiMR**

As noted, the Simpl Team, prior to June 1, 2016, will finalize the evaluation plan, including questions and data collection/analysis methods. The finalized evaluation plan will be used to organize and structure the progress reports for review the SSIP Core Team and stakeholders. The project logic model lays the foundation for developing and refining the evaluation activities. Therefore, in terms of process evaluation, the Inputs and Outputs of the logic model provide the basis for monitoring if the project is being implemented as designed and whether or not progress is being made toward intended outcomes. Process evaluation will enable the project to have frequent access to data and feedback so that adjustments to activities can be made in a timely manner during implementation (as opposed to at the end of implementation only).

The chart below has been added to demonstrate:

1. Measure/Data Collection: Identifies the tool/process used to collect the data
2. Data Collected and Analyzed: Describes the collection schedule and rating system (if applicable)
3. Data Results Review: Identifies when the data will be reviewed and by whom
4. Data Review Impact on Changes: Describes how the reviewed data will impact changes made to the implementation and improvement strategies.

<b>Measure/Data Collection</b>	<b>Data Collected and Analyzed</b>	<b>Data Results Review</b>	<b>Data Review Impact on Change</b>
Evidence-Based Professional Development Worksheet & Rubric (1-2-3-4)	<ul style="list-style-type: none"> <li>Self-assessment by Simpl Team in early fall 2016</li> <li>Items scoring 1 or 2 will be included in an improvement Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Action plans will be reviewed as a standing agenda item for Simpl Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment by Simpl Team in late spring will be compared to fall scores and used again for Action Plan improvements Year 2</li> </ul>
Adapted State Capacity Assessment: Sections 1-3 on Team Investment, System Alignment,	<ul style="list-style-type: none"> <li>Self-assessment by SSIP Core Team in early fall 2016</li> <li>Items scoring 1 or 2 will be included in an improvement Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Action plans will be reviewed as a standing agenda item for SSIP Core Team meetings</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment by Simpl Team in late spring will be compared to fall scores and used again for Action Plan</li> </ul>

and Team Functioning (0-1-2)			improvements Year 2
Team stages of development survey	<ul style="list-style-type: none"> <li>For each SSIP Team, individual team members complete Likert-scale type survey with scores aggregated to team level</li> <li>Lowest scoring item will be used to assist teams in building norms and behaviors for improvement</li> </ul>	<ul style="list-style-type: none"> <li>SSIP Team members</li> </ul>	<ul style="list-style-type: none"> <li>A second administration of the survey at the end of the year will be used to compare scores, identify improvements, and create new norms and behaviors for continued improvement</li> </ul>
Comprehensive action plan template for covering purpose, alignment, roles and responsibilities, and timelines	<ul style="list-style-type: none"> <li>SSIP Core Team and Simpl Team will finalize, with stakeholder feedback, a training, technical assistance, and coordination plan covering June 1, 2016 through May 30, 2017</li> <li>Plan will include activities, purpose, alignment, roles and responsibilities, district expectations, and timelines</li> </ul>	<ul style="list-style-type: none"> <li>Plan will be communicated to Cohort districts by August 1, 2016</li> </ul>	<ul style="list-style-type: none"> <li>Plan will serve as a guidance document for checking the state's timely completion of stated activities</li> </ul>
Training sign-in/attendance sheets	<ul style="list-style-type: none"> <li>For each SSIP-sponsored training event, per the comprehensive action plan stated above, an attendance sheet will be collected noting, minimally, name, role, and district</li> </ul>	<ul style="list-style-type: none"> <li>Attendance sheet will be tracked and summarized in order to assess the number of trainings, number of trainees per district, and number of trainees per role</li> </ul>	<ul style="list-style-type: none"> <li>Assist in planning for scaling up, budget, materials, composition of District Results-Driven Implementation Teams (D-RDI)</li> </ul>
Training evaluation survey re: knowledge attainment and satisfaction	<ul style="list-style-type: none"> <li>For each SSIP-sponsored training event, per the comprehensive action plan stated above, a training evaluation survey will be collected on-site at the end of the event in order to evaluate trainee satisfaction and knowledge gain</li> </ul>	<ul style="list-style-type: none"> <li>Training evaluation survey summaries will be developed and shared with trainers as a process check of what is going well and what needs to be improved for future trainings</li> <li>Trainers, Simpl</li> </ul>	<ul style="list-style-type: none"> <li>Training evaluations will also be summarized per Cohort district so that activity variable data can be collected to corroborate fidelity implementation</li> </ul>
Observational High Quality PD Checklist	<ul style="list-style-type: none"> <li>A Simpl team member will be designated for each SSIP-sponsored training to complete the observational High Quality PD Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Completed checklists will be shared with the SSIP Core team as a reliability check of Cohort district leadership members on the team</li> </ul>	<ul style="list-style-type: none"> <li>Completed checklists will be shared with trainers as a process check of needed improvements for future trainings</li> </ul>
TA Activity Log (entered by SESTA staff)	<ul style="list-style-type: none"> <li>The Technical Assistance (TA) Activity Log will be completed bi-weekly online by SESTA instructional coordinators in order to track and monitor the duration and intensity of TA and coordination supports provided per district</li> </ul>	<ul style="list-style-type: none"> <li>Monthly summative reports per district will be created and reviewed with the Simpl Team and SESTA instructional coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Gage supports and make adjustments to activities and expectations as needed</li> </ul>
TA evaluation	<ul style="list-style-type: none"> <li>Twice a year Cohort district</li> </ul>	<ul style="list-style-type: none"> <li>Summative data per</li> </ul>	<ul style="list-style-type: none"> <li>Gage supports and</li> </ul>



survey (completed by district teams)	teams will complete an evaluation survey on the technical assistance and coordination supports received	district will be created and reviewed with the Simpl Team and SESTA instructional coordinators.	make adjustments to activities and expectations as needed
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The SSIP Team will continue to evaluate the effectiveness of the TA and/or PD through two distinct activities included in the chart above: Training Evaluation Survey and Observational High Quality PD Checklist. If at any time the TA/ and or PD are determined to be ineffective, the process for making adjustments will be determined by the Simpl Team.

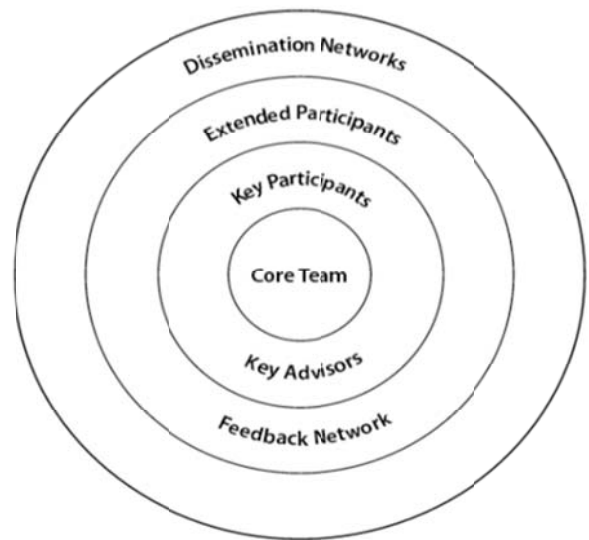
**Selection 3C: Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.**

### Including stakeholders

Increasing the involvement of stakeholders has been described throughout the Phase II plan as an area of need. Involving stakeholders in the evaluation process will be a focus for the evaluation plan and the Simpl Team will continue to identify how stakeholders will be recruited for involvement in the evaluation Component. The SSIP Core Team has established the precedent of involving stakeholder groups (identified in Component I and II) in the SSIP Phase II development process. Those stakeholder groups will continue to participate in the evaluation planning, review of program progress, and guidance of next steps on a scheduled basis as described later in this section. The Simpl team will investigate unique, currently non-participating stakeholder representatives from the local Cohort districts to actively participate in the evaluation process as it continues to develop. The goal is to include stakeholders in the following activities:

- Evaluating the acceptability of the strategies used and outcomes achieved
- Creating district-level evaluation questions
- Designing implementation activities
- Measuring impact and results
- Analyzing data to inform corrections

*Figure 3.3 Stakeholder Engagement*



In order for this participation to be meaningful, the Simpl Team will identify ways to build the knowledge and capacity of stakeholders to participate in evaluation activities. This may include creating guiding questions, determining appropriate activities to build capacity, and increasing understanding of intended outcomes of implementation.

Component I included information about the efforts to engage stakeholders thus far and the plan for increasing stakeholder engagement moving forward. Also introduced was *Figure 3.3* that will be the foundation for identifying gaps in stakeholder engagement in the evaluation plan.

### Information Dissemination

The Simpl Team's goal is for stakeholders to continue to be informed and be provided opportunities to weigh in on the ongoing implementation of the evaluation. Below are efforts that have been or will be made to establish the necessary communication pathway to ensure awareness and engagement of stakeholders.

- The SSIP Team established a communication plan (described in Component I) that includes face-to-face updates, quarterly webinars, quarterly update emails to superintendents, and a web presence linked to the SDE Special Education Department webpage.
- During the Results Driven Institute in September 2016, Cohort districts will create a communication plan that will update district stakeholders on the progress and allow feedback to guide implementation.
- A Cohort and stakeholder communication plan will be developed to facilitate the use of evaluation data findings for making progress improvement decisions, for garnering stakeholder feedback, and for disseminating and celebrating successes. Simpl will develop the communication plan in spring 2016.

A preliminary stakeholder communication plan for illustrative purposes is below.

Target Audience	Goals	Tools	Timetable
Cohort district leadership	Feedback, input	Via SSIP Core Team meetings, given district leadership are members	Every other week

Directors Adv. Council	Inform, update and feedback	Attend and present at meetings, directors portal on ISDE website	4 times per year
Special Ed Adv. Panel	Work session, guidance	Attend and present at meetings	2 times per year
District Special Ed Directors	Inform, update, review data and receive input	Present at regional meetings, monthly ISDED webinar  Present at IASEA conference	2 times per year  Annually
Idaho Parents Unlimited	Feedback, guidance, analyze data	Attend and present at meetings	2 times per year
All Stakeholders	Update, receive guidance	Webinar reviewing evaluation progress reports  RDA website posting of progress reports	3 times per year  Updated 3 times per year

## Section 3E: Describe the support the state needs to develop and implement an effective SSIP.

In order for Idaho's SSIP Team to understand, develop, and submit the content included in Phase II, they have needed support in the following ways:

Date	Location	Purpose	Participants
July 2015	Boise	Technical Support for Phase II	25-member Workgroup
September 2015	Conference Call	Clarification of SimR with state OSEP representative	SSIP State Lead ISDE Special Ed Director
October 2015	Los Angeles	Cross-State Learning Collaborative (CSLC) for Language and Literacy	6-member team
Ongoing	Website	CSLC NING site for ongoing resources and support	Simpl Team
October 2015	Phone Call	Technical Assistance call with National Center for Systemic Improvement (NCSI)	SSIP State Lead
November 2015	Washington, DC	CSLC for Language and Literacy	SSIP State Lead
November 2015	Phone call	Check-in call with NCSI TA provider	SSIP State Lead ISDE Special Ed Director SESTA Associate Director
December 2015	Conference Call	Planning for OSEP visit	SSIP State Lead ISDE Special Ed Director ISDE Program Specialist
December 2015	Boise	2-day OSEP support visit to refine SimR, create timeline, develop logic model	SSIP Core Team OSEP Representatives NCSI TA provider
December 2015	Webinar	NCSI webinar	Simpl Team
December 2015	Webinar	CSLC Language and Literacy follow-up webinar	Simpl Team
January 2016	Conference call	Verify OSEP expectation of size of Cohort, number of districts	SSIP State Lead ISDE Special Ed Director OSEP representatives
January 2016	Virtual Meeting	Results-Based Accountability CSLS Virtual Meeting	SSIP State Lead ISDE Special Ed Director
January 2016	Webinar	National Evaluation Webinar – Part I	Simpl Team
January 2016	Webinar	National Evaluation Webinar – Part II	Simpl Team
February 2016	Washington, DC	Thought Leader Forum on evidence-based practices	SSIP State Lead
February 2016	Webinar	OSEP Virtual Leadership Conference	
February 2016	Conference call	OSEP planning call for SSIP/SPDG alignment	SSIP State Lead SPDG State Lead ISDE Special Education Director OSEP representative
February 2016	Webinar	SIGNetwork SSIP Community of Practice – Idaho asked to present problem for community support	SSIP State Lead SPDG State Lead
February 2016	Webinar	Stakeholder IDEA Webinar	Simpl Team
February 2016	Conference call	OSEP conference call regarding SSIP/RDA Collaborative	SSIP State Lead ISDE Special Education Director OSEP representative

February 2016	Webinar	Webinar-RBA CSLC	SSIP State Lead ISDE Special Education Director
February 2016	Conference call	Evaluation Office Hours, sponsored by NCSI	SSIP State Lead NCSI representatives Evaluation expert
March 2016	Conference Call	OSEP TA call to better understand Component III	SSIP State Lead ISDE Special Education Director
March 2016	Conference call	Idaho RBA Collaborative Discussion	SSIP State Lead ISDE Special Education Director RDA Team

Idaho's SSIP Team will benefit from a similar level of ongoing guidance and support and access to experts that we have been afforded in the development of Phase II. In looking forward, we would continue to benefit from specific support in the following areas:

1. Evidence based practices that support improved literacy outcomes for students with disabilities K-6
2. Evidence-based practices that support improved inclusive practices for students with disabilities in the general education setting.
3. Assessments that will support an educators ability to diagnose reading deficits in students with disabilities
4. Tools to support progress monitoring in the five foundational skills of reading
5. Ideas for increased and ongoing stakeholder engagement
6. National organizations that support improved reading outcomes for students
7. Leading system change

The area of most need in implementing Idaho's SSIP Phase II is support and guidance on Component III, Evaluation. As described in the Component, Idaho is rich with enthusiasm, passion and commitment, but short on evaluation expertise that can be allocated and dedicated to the SSIP evaluation process. The SimpL Team is willing to participate and actively engage in conference calls, webinars, on-site visits, conferences, etc. that will allow improved capacity in the understanding and ability to develop and conduct the evaluation activities needed.

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# Appendices



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**Summer 2015 Workgroup**

<b>Name</b>	<b>Agency</b>	<b>Role</b>
Tim McMurtrey	Idaho State Department of Education (ISDE)	Chief Performance Officer
Dr. Charlie Silva	ISDE - Special Education	Director
Scott Cook	ISDE – Content Standards	Director
Diann Roberts	ISDE - English/Language Arts	Coordinator
Ivana Hotchkiss	ISDE - Special Education Data and Reporting	Coordinator
Karlynn Laraway	ISDE – NAEP Coordinator	Coordinator
Dr. Kelly Cross	Boise State University (BSU) Center for School Improvement and Policy Studies	CSIPS Associate Director
Cathy Thornton	BSU - Special Education Statewide Technical Assistance (SESTA)	Associate Director
Renee Miner	BSU - SESTA	Associate Director
Whitney Schexnider	BSU - SESTA	Instructional Coordinator
Mary Robinson	BSU - SESTA	Instructional Coordinator
Tyler Oram	BSU - SESTA	Instructional Coordinator
Andrea Cox	BSU - SESTA	Instructional Coordinator
Deborah Haley-Hughes	BSU – SESTA, Results Driven Accountability	RDA Coordinator
Melanie Reese	ISDE - Special Education Dispute Resolution	Coordinator
Lily Robb	ISDE - Special Education Dispute Resolution	Specialist
Christina Nava	Title III/LEP	Director
Shannon Dunstan	ISDE - Special Education	Coordinator
Stephanie Lee	ISDE – Assessment, Idaho Reading Indicator	Specialist
William Morris	ISEE - Special Populations	Coordinator
Cesar D'Agord	NSCI and IDC	TA Facilitator
Dona Meinders	NSCI and IDC	TA Facilitator

## Appendix B

## Refining the SiMR

## Narrow the Population Included by Disability Category

Advantages	Disadvantages
Would narrow the population for implementation and evaluation	Public reporting minimum is 10 students, some district don't meet the minimum when reporting data for all categories
Would allow for targeted professional development to address fewer variations in student need	States focusing on disability areas seem to be larger states. Idaho has a small population with only an estimated 1.5 million people, or 18.1 residents per square mile. Would narrow scope.
Would be created in consideration of scaling up to include students with all disabilities	Stakeholders in Phase I discouraged the team from focusing on just one or more disability categories. We could lose buy-in by using this approach

## Narrow the Population Included by Region or District

Advantages	Disadvantages
Aligns with the vision and mission of the new superintendent, which is to return to local control with a certainty that student achievement occurs in the classroom at the local level. (Waiver)	Eliminates "non-selected" districts from receiving initial support
Would allow for consideration of finding in the infrastructure analysis and improvement strategies that would align the SiMR with programs in place in identified districts	Some district are so small that data would be a very small sample and statistically unreliable, so eliminates them from consideration

## Data Elements Considered when Refining the SiMR

1. Inclusion in the original district used for data analysis in Phase I  
In the initial data analysis, the Phase I Team identified 43 districts to be the sample size that represented Idaho. This selection included large and small districts, those with virtual and brick and mortar schools, those with charter and traditional schools, and took into consideration distance to state resources and technical support.
2. Sample Size  
The SSIP Core Team agreed that reporting size of >10 on the Idaho Reading Indicator (IRI) would be required for districts to be considered, as lower than 10 on a reporting category would not provide valid, on-going data. Following this criterion, 40 districts in Idaho were available for selection.
3. Idaho Reading Indicator  
Data is collected for the IRI during the K-3 school years and students are assessed in both fall and spring. The team agreed that analyzing the 3rd grade 2014-15 data from the Idaho Reading Indicator would align with the Phase I Team's findings that the growth of students with disabilities began to decline during the 3rd and 4th grade years.

The team found that of the 115 districts in Idaho, only 42 districts had a students sample size >10 that would allow for public reporting of the results. The team collected the results of fall and spring testing of students without disabilities (SWOD) and students with disabilities (SWD) to compare growth rates and to identify any districts in which the growth of students with disabilities was significantly lower than the growth of students without disabilities in multiple categories. Since the SSIP Core Team had discussed extensively the need to change the SiMR to student growth instead of proficiency, data was also collected on number of student moving out of the "Intensive" level from fall to spring to determine

the percentage of growth that could be demonstrated on this particular assessment. When analyzing the data, the SSIP Core Team discovered there are 41 districts that meet the established reporting criteria.

4. Idaho Standard Achievement Test

In the spring of 2014, all Idaho students in grades 3-8 and 11 took the Smarter Balanced field test in Math and English Language Arts instead of the Idaho Standards Achievement Test (ISAT). Because of this field test, the data available for analysis is from the 2012-13 school year's previous ISAT format, and the 2014-15 schools years' data from the new Smarter Balanced assessment. Although these tests cannot be compared to each other, districts performance on each test independently provided meaningful data.

Student taking the ISAT were scored Advanced, Proficient, Basic, or Below Basic. The team identified the state average percentage of student at basic or below basic was 43%. So districts where 45% or more of the students scored Basic or Below Basic would fall below the overall state average and for analysis purposes would be considered at-risk.

Results of the 2015 ISAT by Smarter Balanced Assessment were also reviewed. The state average for students scoring basic or below basic on the assessments was 54%. The SSIP Core Team then considered all districts whose overall assessment average was in line with or below the state average.

5. Enrollment

Idaho has 6 regions ranging in size from 12,610 students in region 2 to 120,122 students in region 3. When analyzing district sizes, Idaho has 114 non-charter districts ranging in size from 12 students in Pleasant Valley School District to 36,513 students in West Ada School District. Numerous districts have one school, more have only one elementary school; West Ada and Boise have 32 elementary schools. When focusing on 4<sup>th</sup> grade literacy, the team considered student enrollment in each district, number of elementary schools to be included in the initial planning and implementation, and student enrollment in each school that could potentially be impacted.

6. Resources

a. Participation in the ISDE Idaho Coaching Network for ELA/Literacy

One of the strengths identified in the Phase I SWOT analysis was the Idaho Coaching Network, which has drawn teachers from every region to serve as full-time, regional coaches focused on English Language Arts and Literacy standards. There are currently 9 full-time coaches who foster collaboration, community, and expertise among teacher-leaders and administrators. The Phase II SSIP Core Team recognized that a literacy SiMR would be an ideal partnering opportunity and gathered input from the coaches and the ISDE ELA/Literacy coordinator. Responses indicated which regions/district/schools were actively seeking support from the Coaching Network and which ones had developed multi-year teacher leaders who had an increase expertise in implementing the ELE/Literacy standards.

b. Participation in the State Personnel Development Grants Program

State Personnel Development Grant Programs were authorized by the Individuals with Disabilities Education Act (IDEA) and provides funds to assist states in reforming and improving their systems for personnel preparation and professional development. Idaho was one of 22 states awarded this grant and are applying grant funds to support the program purpose, "Implementing RTI to Meet the Needs of All Learners." Idaho's State Department of Education reviewed applications and chose fourteen districts with thirty schools to participate in the program. Each district selects a seven-person team that should include district leadership, building leadership, and teachers. The Phase II SSIP Core Team agreed that consideration for narrowing the current SiMR should include the districts and schools who have applied for and were selected as participants in the RTI program. As the SPDG grant is scheduled for review this year, the team agreed that the regions/district/schools who are participating in the SPDG was not a required factor, but the opportunity to partner with implementation of that program should at least be considered and will need to be seen as an ongoing opportunity as the SiMR is scaled up. There are 5 districts that meet criteria for consideration with >10 reporting population on state data.

**Appendix C****Exploration Stage Activities**

<b>Purpose</b>	<b>Key Activity</b>	<b>Date</b>
Stakeholder Engagement	Update on SSIP and introduce new SESTA staff and SESTA purpose with all Special Education Directors	August 2015
Stakeholder Engagement	Regions 4, 5, 6 Special Education Directors - Present update on SSIP and SESTA	September 2015
Technical Assistance	NCSI Learning Collaborative – give baseline information, send new SiMR information	September 2015
Stakeholder Engagement	Federal Programs Conference – Present Update on SSIP and SESTA in multiple sessions	September 2015
Stakeholder Engagement	Region 3 Special Education Directors - Present update on SSIP and SESTA	September 2015
Technical Assistance	OSEP guidance – confirmed use of growth model and change of SiMR	September 2015
Evaluation	Reviewed Logic Model, discussed end goals of SSIP, match EBPs, adjust model	September 2015
Stakeholder Engagement	Regions 1, 2 Special Education Directors - Present update on SSIP and SESTA	September 2015
Infrastructure Development	Infrastructure: Idaho Capacity Builders – begin discussion and collaboration	September 2015
Technical Assistance	NCSI – Learning Collaborative – reviewed growth model, Evidence-Based Practice options, needs from conference	September 2015
Infrastructure Development	Assessment – met with Assessment to discuss Smarter Balanced results, growth model, AMO, timeline for data, introduced to Assessment Coordinator	September 2015
Stakeholder Engagement	Directors Advisory Council – Present and discuss Cohort districts and changing of SiMR.	September 2015
Stakeholder Engagement	Council for Exceptional Children, present to teachers/educational staff	October 2015
Infrastructure Development	Begin collaboration with SPDG	October 2015
Technical Assistance	Learning Collaborative	October 2015
Infrastructure Development	All staff meeting at ISDE – present update on SSIP	October 2015
Infrastructure Development	Assessment –review assessment training on SB portal, interim, formative and summative assessments	October 2015
Infrastructure	Meet with District Implementation Team, Vallivue: Special Education Director	October

Development	and Consulting Teacher	2015
Infrastructure Development	All ISDE divisions collaboration at BSU	October 2015
Infrastructure Development	Assessment, NAEP and updates assessment team	October 2015
Infrastructure Development	SPDG and SSIP alignment	November 2015
Stakeholder Engagement	Director's webinar, present update, get feedback	November 2015
Stakeholder Engagement	SSIP Presentation to Early Childhood	November 2015
Technical Assistance	NCSI/IDC, update TA provider on Learning Collaborative and outcomes	November 2015
Stakeholder Engagement	SEAP, explain SSIP, RDA, identified as a year-long priority for SEAP agenda	November 2015
Evaluation	Evaluator: logic model, implementation process	November 2015
Stakeholder Engagement	Associate Director of Center for School Improvement, BSU, PI, SESTA grant, update on SSIP	November 2015
Infrastructure Development	State Team: Update and plan	November 2015
Stakeholder Engagement	Elementary general education teacher, research on testing practices, reading instruction, interview principal about school wide practices	November 2015
Infrastructure Development	State Implementation Team, SimpL	November 2015
Infrastructure Development	District Implementation Team: Lewiston, Special Education Director, three Consulting Teachers	November 2015
Infrastructure Development	Build Capacity with the Idaho Capacity Builders	November 2015
Infrastructure Development	Region three Coordinator, Capacity Builders, review implementation and evaluation process	November 2015
Stakeholder Engagement	Associate Director of Center for School Improvement, BSU, PI, SESTA grant, update on SSIP	November 2015
Stakeholder Engagement	Idaho Literacy Summit, identify community stakeholders	November 2015
Infrastructure Development	SimpL, review AI Hub and outline work	November 2015
Evidence-based	Implementation: Reading conference committee, organize ideas and plan	November

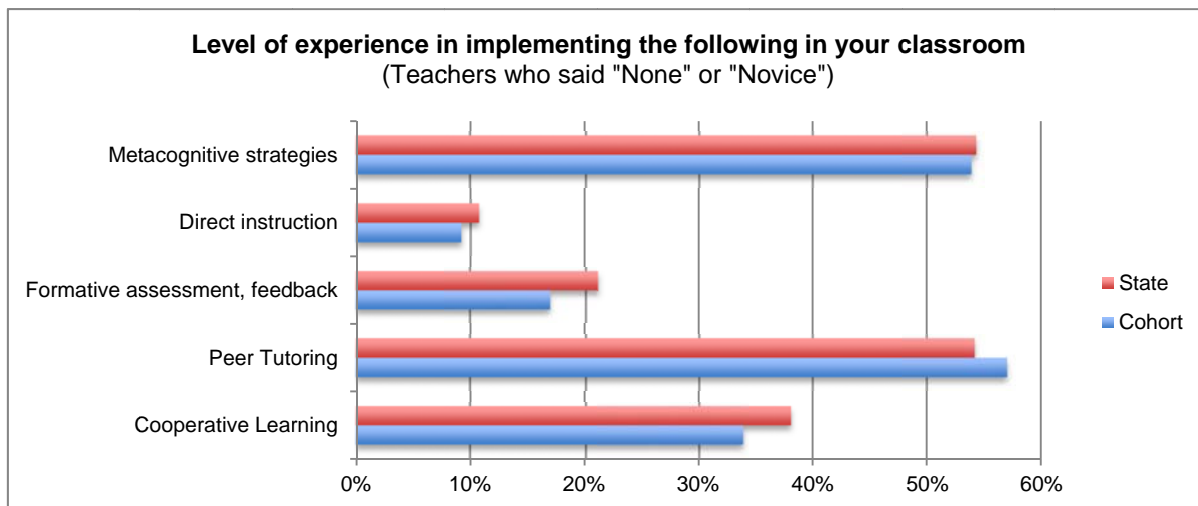
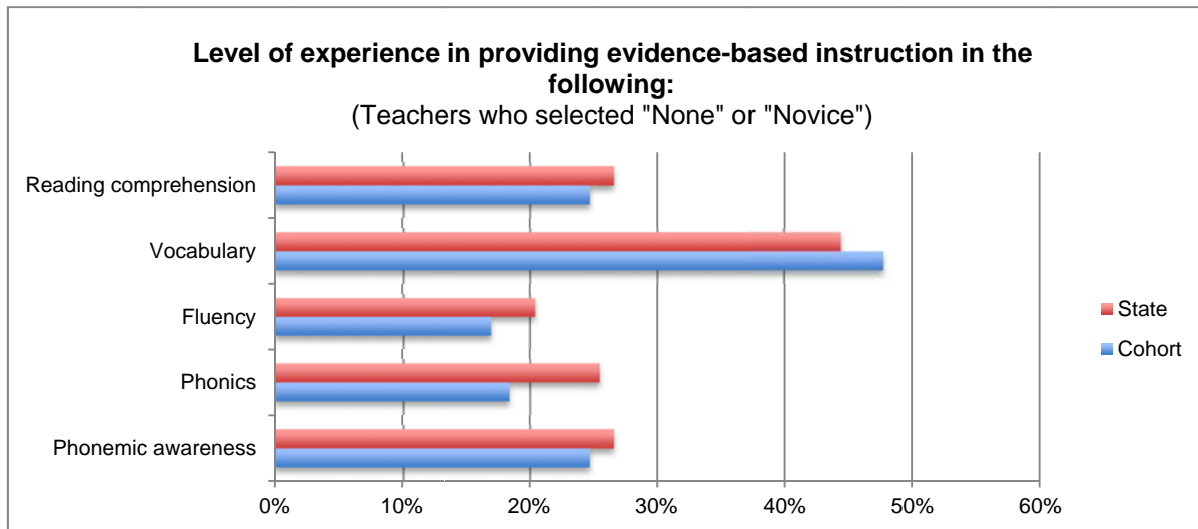
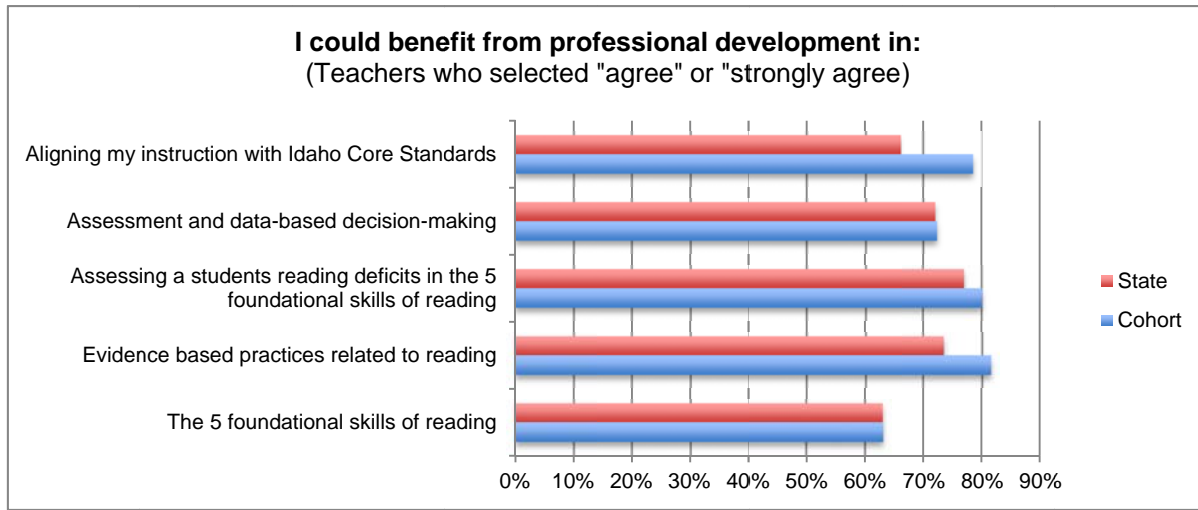
Practices		2015
Evidence-based Practices	Implementation, Exploration, reading EBP review of research done by SESTA	November 2015
Technical Assistance	OSEP planning call for on-site visit	December 2015
Evidence-based Practices	Implementation: Reading Conference Committee, select venue, dates, contact Sharon Vaughn	December 2015
Infrastructure Development	SPDG State Lead, begin researching alignment of SPDG with SSIP	December 2015
Stakeholder Engagement	Associate Director of Center for School Improvement, BSU, PI, SESTA grant, update on SSIP	December 2015
Technical Assistance	West ED, review reading EBP, ask for clarification, invite to conference	December 2015
Infrastructure Development	SPDG State Lead, align SPDG with SSIP, review SIGNET Webinar on topic	December 2015
Infrastructure Development	SSIP team: build capacity with DIT, next steps in identifying School implementation sites	December 2015
Infrastructure Development	SimpL: AI hub, learning Module 1 and 4. IRIS, EBP module 1	December 2015
Stakeholder Engagement	Teachers in Idaho Falls, Butte, Ririe, Sugar Salem	December 2015
Infrastructure Development	SPDG State Lead, 2 day trip, alignment, continued discussion of braiding	December 2015
Stakeholder Engagement	DAC, input on conference locations, installation, proximal assessments	December 2015
Infrastructure Development	Meet with Twin Falls and Lewiston Special Education Directors to discuss next steps	December 2015
Evaluation	Review previous Theory of Action, develop new graphic model	December 2015
Technical Assistance	OSEP guidance visit	December 2015
Infrastructure Development	Federal Programs Coherence Committee	December 2015
Technical Assistance	NCSI Webinar	December 2015
Infrastructure Development	SPDG/SSIP Alignment	December 2015
Infrastructure	Vallivue team meeting	January

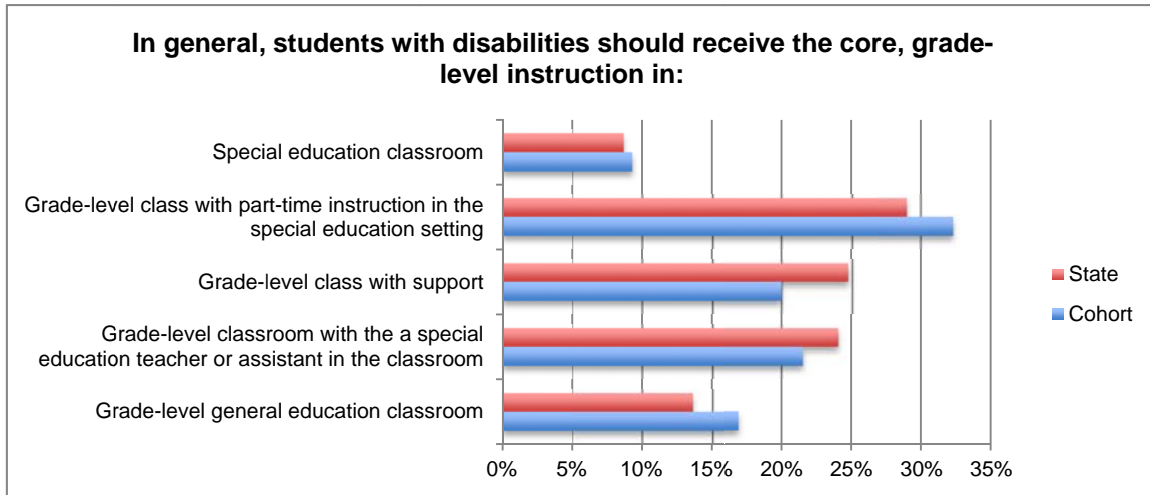
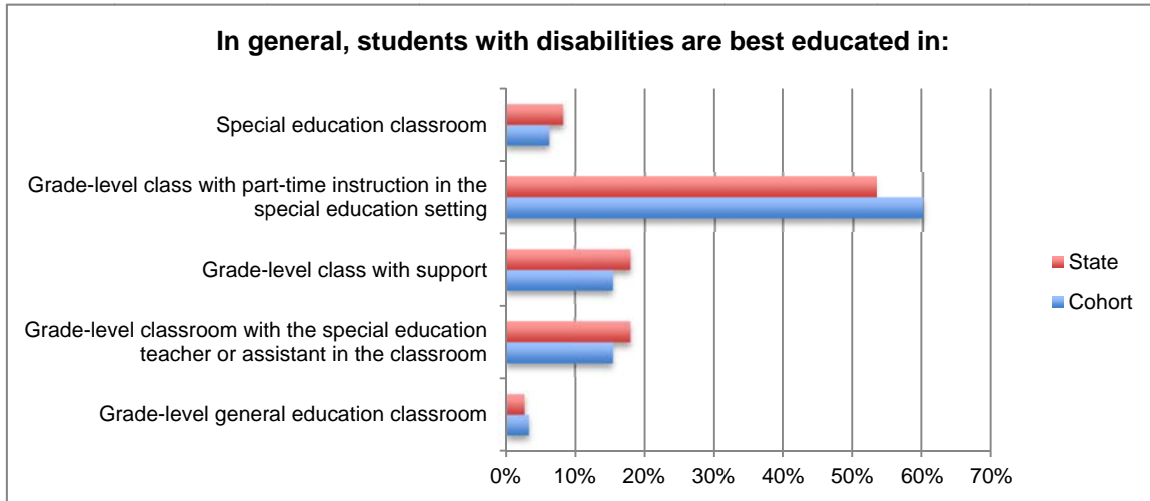


Development		2016
Stakeholder Engagement	SEAP Executive Team meeting, stakeholder engagement committee	January 2016
Technical Assistance	Results Based Accountability Cross-State Learning Collaborative sponsored by NCSI	January 2016
Stakeholder Engagement	Special Education Director update on SSIP	January 2016
Infrastructure Development	Idaho Compliance monitoring meeting	January 2016
Technical Assistance	OSEP SSIP Scaling Up conference call	January 2016
Stakeholder Engagement	Increasing stakeholder involvement, SDE web site manager	January 2016
Infrastructure Development	SSIP/SPDG alignment, develop proposal	January 2016
Infrastructure Development	Federal Program Coherence Committee	February 2016
Stakeholder Engagement	Superintendent Network, update on SSIP, feedback	February 2016
Technical Assistance	Thought Leader Forum: DC sponsored by NCSI	February 2016
Technical Assistance	SIGnetwork, SSIP/SPDG alignment problem of practice presentation	February 2016
Stakeholder Engagement	Stakeholder IDEA webinar, sponsored by NCSI	February 2016
Stakeholder Engagement	SEAP presentation to update on SSIP, work session to draft recommendations for stakeholder engagement	February 2016
Infrastructure Development	District meeting at Vallivue	February 2016
Infrastructure Development	Introductory meeting with Bonneville	February 2016
Technical Assistance	Results Based Accountability webinar sponsored by West ED	February 2016
Stakeholder Engagement	Blue Jeans Conference, Idaho special education directors, update on SSIP, ask for input	February 2016

## Appendix D

## Teacher Survey Analysis





## Appendix E

## Professional Development Activities 2016-17

Activity	Participants	Length/ Date	Outcomes Expected
Cross-District Collaborative	6-person teams from each Cohort districts	2 days in spring 2016	<ul style="list-style-type: none"> <li>Professional development on reading and assessments</li> <li>Increased collaboration</li> <li>Share family and community engagement resources</li> </ul>
Be a Reading Hero Conference Boise	Teachers and education professional from Regions 3 and 4	1 day June 7, 2016	<ul style="list-style-type: none"> <li>Professional development on reading and assessment practices, and increasing parent and community engagement</li> <li>Increased statewide collaboration between professionals</li> <li>Increased collaboration at the SDE and within the community</li> </ul>
Be a Reading Hero Conference: Moscow	Teachers and education professional from Regions 1 and 2	1 day June 13, 2016	<ul style="list-style-type: none"> <li>Professional development on reading, assessment practices, and increasing parent and community engagement</li> <li>Increased statewide collaboration between professionals</li> <li>Increased collaboration at the SDE and within the community</li> </ul>
Be a Reading Hero Conference: Idaho Falls	Teachers and education professional from Regions 5 and 6	1 day June 15, 2016	<ul style="list-style-type: none"> <li>Professional development on reading, assessment practices, and increasing parent and community engagement</li> <li>Increased statewide collaboration between professionals</li> <li>Increased collaboration at the SDE and within the community</li> </ul>
Be a Reading Hero Work Session	District Results Driven Implementation (D-RDI) teams for 7 identified SSIP districts	1 day June 7, 2016	<ul style="list-style-type: none"> <li>Professional development on evidence-based practices in reading, assessment practices, and increasing parent and community engagement</li> <li>Increased collaboration between 7 SSIP districts</li> <li>Identify an action plan to increase parent and community involvement</li> </ul>
Results Driven Implementation Institute	D-RDI Teams from 7 participating districts	2 days Sept 7-8, 2016	<ul style="list-style-type: none"> <li>Professional development on evidence-based practices in reading, assessment practices, and increasing parent and community engagement</li> <li>Increase collaboration at the SDE and district level to provide support and resources to participating districts</li> <li>Continue development of plan to engage families and community in increased literacy supports and data literacy</li> </ul>
RDI On-Going Support	D-RDI teams	On-going 2016-17	<ul style="list-style-type: none"> <li>Provide technical assistance and coordination to districts</li> <li>Increase collaboration at ISDE and SESTA to align resources and supports</li> <li>Support district-identified action plan to increase engagement of families and community</li> </ul>
RDI Regional Collaboration	D-RDI team	January 2017	<ul style="list-style-type: none"> <li>On-site team collaboration</li> <li>Use data to make informed programming decisions</li> </ul>

## Appendix F

**Results Driven Implementation Institute**

**Plan** – Identify struggling readers from the universal literacy screener, the Idaho Reading Indicator. Struggling readers and students with disabilities are further assessed in phonemic awareness, phonics, fluency, vocabulary, and comprehension to guide intervention placement and instruction. Teams will also plan inclusive strategies to support the student in the general education environment.

**Do** – Provide intervention to address specific skill needs using evidence-based programs and practices with fidelity. Students with disabilities should have these specific skills addressed as goal areas on the IEP, and the evidence-based practices should be those that have been proven to improve outcomes for students with disabilities.

**Study** – Monitor the progress of struggling students to ensure that interventions are helping students improve. Evaluate both the fidelity of implementation and the results of the implementation on the goals identified for the individual students.

**Act** – Use results of the progress monitoring to adjust the intervention placement and instruction accordingly. This monitoring should occur regularly in order to determine the effectiveness of the intervention, and results of the monitoring should be analyzed to ensure that the student is achieving a trajectory of growth to eventually align as closely as possible with his or her grade level peers.

**2016-17****Year 1: Installation Phase**

The SSIP Core Team helps districts establish the resources needed to use an innovation and the resources required to implement the innovation as intended. The work that will occur during this stage includes identifying qualified staff who can carry out the evidence-based practices or program and who will serve as the district-identified coaches, determining which schools and staff have the most potential for initial implementation, developing a district communication plan to share the message of the innovation, and creating a district training plan to develop the skills of the practitioners. The activities for year 1 are listed below:

**RDI Institute (September, 2 days, in Boise)**

The Results Driven Institute 100 introduces and establishes the basics of RDI. Both days of this two-day institute are lead by the SSIP State Lead and the SPDG State Lead. Presenters will include literacy experts, contracted system coaches, and Special Education Supports and Technical Assistance (SESTA) Instructional Coordinators. Participants will learn about the institute's Plan, Do, Study, Act model including:

- Interpreting data to identify struggling readers
- Assessing struggling readers and students with disabilities in the five foundational reading skills
- Providing evidence-based interventions to address specific needs
- Monitoring student progress
- Applying data-based decision making to adjust intervention placement and instruction accordingly
- Supporting inclusive education through evidence-based practices

**RDI Ongoing Support**

Throughout the year, the SSIP State Lead and assigned SESTA Instructional Coordinator (IC) will provide guidance and support to districts and align resources based on district-identified needs. This collaboration is available on an individual district basis as the district prepares leadership teams and builds capacity.

**RDI Regional Collaboration (November)**

The RDI 150 session in January provides the District Leadership Team on-site support to reinforce the implementation of the PDSA cycle. The session also addresses district identified challenges and plans for continued implementation, and could include professional development as needed.

**RDI Regional Collaboration** (February – March)

The RDI calibration visit involves one SSIP/SPDG district visiting and supporting a nearby SSIP/SPDG district. This visit allows professionals to observe implemented activities; give feedback and suggestions, problem solve collaboratively, and offer guidance and support in the implementation process.

**RDI Institute** (May)

The RDI 175 session will bring all districts together for one day of follow-up and discussion about the success of or barriers to implementation.

**2017-18**

**Year 2: Initial Implementation Phase**

The district will engage in the first use of the evidence-based practices by teachers and others who have just learned how to use the innovation and are working in school and district environments that are also just learning how to support the new ways of working. During this stage, all the components are in place, the implementation supports begin to function, the state, district and schools begin to change to facilitate the use of the evidence-based practices and begin to see the intended outcomes. The SSIP Core Team will ensure that supports and data systems are functioning and continue to support and encourage district staff and teams. The activities for year 2 are listed below.

**RDI Institute** (September, 1 day, in Boise)

Districts will have started the Initial Implementation Stage, and RDI 200 will continue the training on implementation of evidenced-based practices with the SSIP State Lead, ELA expert, contracted systems coaches, and assigned coordinators. This day will also allow for review of successes and potential barriers, and plan for the ongoing evaluation of the process. In addition, district teams will have an opportunity to cross-collaborate with other district teams to share ideas and problem solve with support

**RDI Ongoing support**

**RDI Regional Jan-Feb**

**RDI Regional Feb-March**

**2018-19**

**Year 3: Full Implementation Phase**

Districts will engage in the skillful use of the evidence-based practices and the use is well integrated into the repertoire of teachers. Teachers are routinely and effectively supported by successive building and district administrations. When 50% of the intended staff is using the practices with fidelity, it is fair to expect significant student outcomes. The activities for year 3 are listed below.

**RDI Institute** (September, 1 day, in Boise)

Districts will have entered the Full Implementation Stage, and RDI 300 will focus on the ongoing evaluation process needed to ensure fidelity of implementation. District teams will meet again with the SSIP State Lead, ELA expert, and assigned coordinators to review and continue the process of program evaluation. District will also discuss the process for scaling up the practices to additional school sites, and will plan for ongoing support needed.

**RDI Ongoing support**

**RDI Regional Jan-Feb**

**RDI Regional Feb-March**

## Appendix G

## SSIP Evaluation Team

Position	Qualification	Expertise
Associate Director of SESTA	<ul style="list-style-type: none"> <li>MA in Special Education</li> <li>Ed Specialist Administration</li> <li>Instructor at University of Idaho in Special Ed Law and Special Ed Director</li> </ul>	<ul style="list-style-type: none"> <li>Elementary Principal</li> <li>Consulting Teacher</li> <li>Special Education Supervisor</li> <li>Special Ed District Director</li> <li>Data analysis at student, school, district, state</li> </ul>
Director of Idaho Training Clearinghouse	<ul style="list-style-type: none"> <li>MEd in Counseling</li> <li>PhD in Adult Education</li> <li>SPDG Evaluator</li> <li>Member of American Evaluation Association</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation methods</li> <li>Program planning and implementation science</li> <li>Data collection and analysis</li> <li>Professional development best practices</li> </ul>
Results Driven Accountability Coordinator (SSIP State Lead)	<ul style="list-style-type: none"> <li>MA in Instructional Technology</li> <li>MA in Ed Leadership</li> <li>Principal Endorsement</li> </ul>	<ul style="list-style-type: none"> <li>20-year special education teacher</li> <li>Secondary Special Education Department Chair</li> <li>Data analysis at student, school, district, state</li> </ul>
Multi-Tiered System of Support Coordinator (SPDG State Lead)	<ul style="list-style-type: none"> <li>MA Curriculum and Instruction</li> <li>NBCT Literacy: Reading Language Arts, ages 3-12</li> <li>Certified Master Reading Teacher K-12</li> </ul>	<ul style="list-style-type: none"> <li>Deep Knowledge of Early Literacy</li> <li>District Assessment Coordinator</li> <li>10 year classroom experience</li> </ul>
ISDE Special Education Program Specialist, Dispute Resolution	<ul style="list-style-type: none"> <li>Phase I specialist</li> <li>B.A. Communication, with undergrad emphasis and T.A. work on Research methods</li> </ul>	<ul style="list-style-type: none"> <li>Research writing</li> <li>Organization</li> <li>Interpersonal Communication</li> <li>Conflict resolution</li> </ul>
Special Education Assessment Coordinator	<ul style="list-style-type: none"> <li>BA Communications, with Emphasis in Training and Development</li> </ul>	<ul style="list-style-type: none"> <li>District Assessment Coordinator 6 Years</li> <li>District Special Education Support Coordinator - 3 years</li> <li>Special Education Assessment Coordinator – SDE</li> <li>Assessment Literacy</li> <li>Data Analysis</li> </ul>