

# Overview of Idaho's State Systemic Improvement Plan (SSIP)

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# Presentation Goals

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## Provide a basic understanding of Phase I

- SSIP Phase I components
- State-identified Measurable Result
- Next Steps



## What is the SSIP?

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*A comprehensive, ambitious, yet achievable  
multiyear plan to improve outcomes for students  
with disabilities.*



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So what is the State Systemic Improvement Plan (SSIP)? The SSIP is a comprehensive, ambitious, yet achievable multiyear plan to improve results for children/students with disabilities and their families. The SSIP is to be developed in Phase I and Phase II and then implemented and evaluated in Phase III.

- Supports leveraging of resources
- Prevent duplication of efforts
- Build momentum and capacity
- Improve results



So why are states being asked to engage in developing and implementing the SSIP NOW?

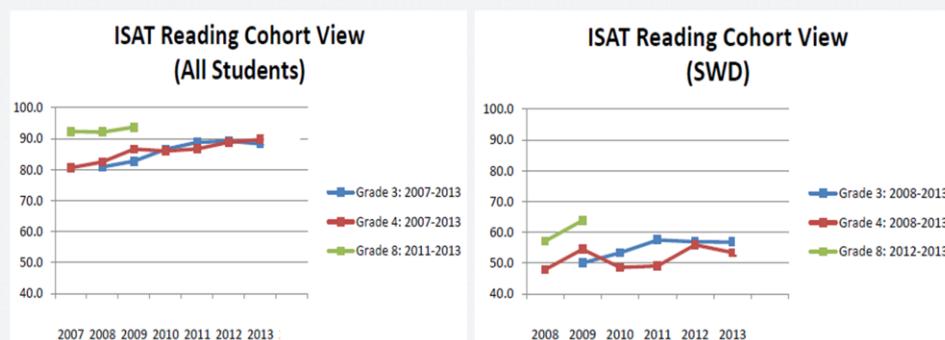
Michael Yudin, the Assistant Secretary for Special Education and Rehabilitative Services, summarized this, when he said:

“Despite this focus on compliance, states are not seeing improved results for children and youth with disabilities.” He continued to say that “young children are not coming to Kindergarten prepared to learn. In many areas, a significant achievement gap exists between students with disabilities and their general education peers. We are also seeing students drop out of schools. And, many students who do graduate with a regular education diploma are not college and career ready.”

His statement shows that the focus on compliance, while very important, has not lead to improved results for children with disabilities. As a result, OSEP designed a new accountability system, *Results Driven Accountability* or RDA, which balances the focus on improved developmental and educational results and functional outcomes for young children and students with disabilities while considering compliance as it relates to those outcomes and results. OSEP views the proposed SPP/APR, including the new SSIP, as a critical component of RDA.

# Compliance Focus

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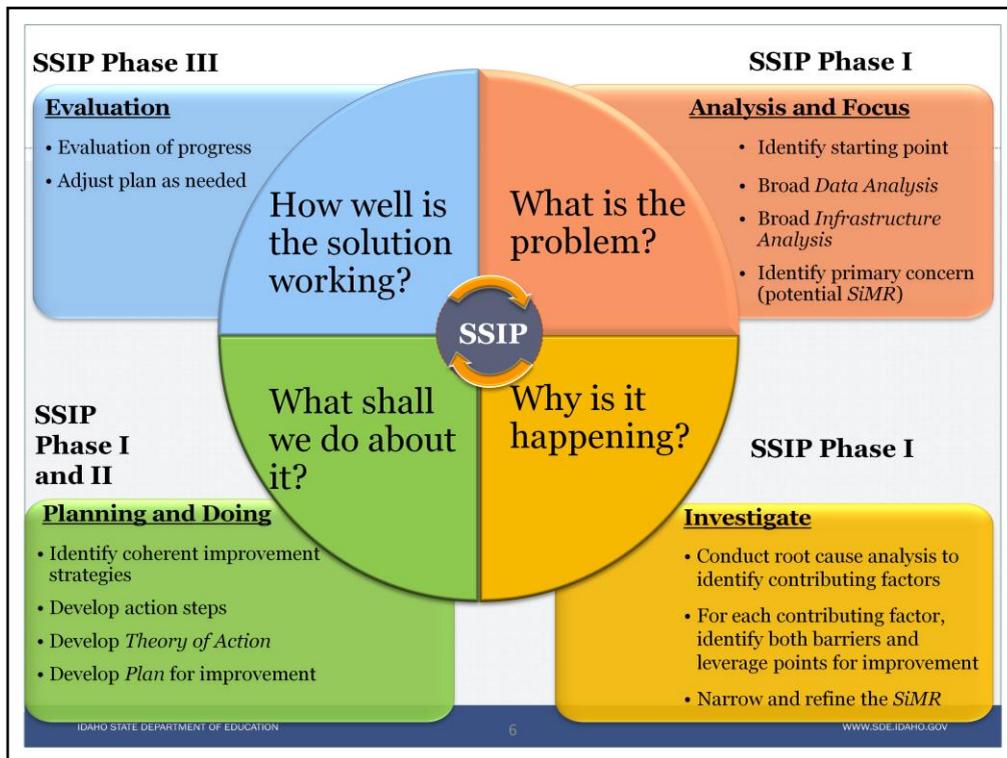


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For over thirty years, there has been a strong focus within OSEP, States, and District/Programs on regulatory compliance based on the IDEA and Federal regulations for early intervention and special education. As states have refined their monitoring and data systems and provided continuous training and technical assistance around the compliance indicators, there has been a great deal of emphasis on compliance with IDEA requirements.

This is not to say that there have not been efforts to focus on results, including results visits and the new focus on Results-driven accountability. States have also been doing work around results for quite sometime. What we are saying is that in the past the primary focus has been on compliance, such that compliance has driven the determination process.



Here is a visual diagram of these 4 parts.

1. “Analyzing and Focusing” is represented in the red quadrant – “What is the Problem?”
2. “Investigating” is the yellow quadrant – “Why is it Happening?”
3. “Planning and Doing” is the green quadrant – “What shall we do about it?”
4. “Evaluating” is the blue quadrant – “How well is the solution working?”

You will note that Phase I activities include the red, yellow and a portion of the green quadrant activities. Phase II activities are included solely in the green quadrant with the development of an implementation plan and Phase III activities are reflected in the blue quadrant.

Please note that the activities in this visual diagram are not necessarily linear but they inform each other.

# SSIP Phase I Components

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- Component 1:** Data Analysis
- Component 2:** Analysis of State Infrastructure to Support Improvement & Build Capacity
- Component 3:** State-identified Measurable Result (SiMR)
- Component 4:** Selection of Coherent Improvement Strategies
- Component 5:** Theory of Action

# Component 1 - Data Analysis

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## Narrowing down the field

Indicator	Recommendation	Rationale
<b>Indicator 1: Graduation Rates</b>	Potential Option	
<b>Indicator 2: Dropout Rates</b>	Not a viable option	Indicator cannot stand alone, per OSEP guidance
<b>Indicator 3: Participation and Performance on Statewide Assessments</b>	Potential Option	
<b>Indicator 5: Participation/Time in General Education Settings (LRE)</b>	Not a viable option	Indicator may be used as a strategy, per OSEP guidance, but was not identified as a focal point.
<b>Indicator 6: Preschool Children in General Education Settings (Pre-School LRE)</b>	Not a viable option	Indicator may be used as a strategy, per OSEP, but was not identified as a focal point.
<b>Indicator 7: Preschool Children with Improved Outcomes</b>	Potential option	No state-funded preschool in Idaho

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There are nine priority indicators for IDEA Part-B which focus on performance. Within these nine, six were identified for consideration as part of the State-identified Measureable Result (SiMR).

These six indicators were;

Indicator 1 - Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A)),

Indicator 2 - Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)),

Indicator 3 - Participation and performance of children with IEPs on Statewide assessments

Indicator 7 – Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social A. relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 14 - Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving A. high school.
- B. Enrolled in higher education or competitively employed within one year

of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Through Office of Special Education (OSEP) guidance, infrastructure analysis, and stakeholder input the potential focus area was reduced to Indicator 3 – Participation and Performance on Statewide Assessments.

# Component 1 - Data Analysis

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## Broad Stakeholder Groups



- General Education Groups (Title I, School Improvement, etc.)
- Parent and Advocacy Groups
- Idaho Special Education Advisory Panel (SEAP)
- Director Advisory Council (DAC)

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In the analysis process multiple internal and external stakeholders were involved.

### Internal Stakeholders

In August 2014 Internal Stakeholders including all ISDE Divisions leaders were involved through collaborative efforts to complete the Infrastructure Analysis Tool. A SWOT analysis template was applied by ISDE divisional staff and the Special Education Team. Information was gathered then shared back out to internal stakeholders. Collaborative Divisional Meetings held in October 2014 aimed to broaden the scope of participants to include all staff in key divisions.

Additional input was gathered during Collaborative Divisional Meetings from internal stakeholders within ISDE Educational Divisions: Assessment, Certification, Content, ESEA, SOSS, SE&PsR and Special Education.

### External Stakeholders

In August 2014 external Stakeholders participated in analysis of the ISDE Infrastructure through feedback obtained via the *Education Stakeholder Survey* and the *Agency/Parent Stakeholder Survey*. The *Education Stakeholder Survey* was sent to ISDE staff, superintendents, principals, and special education directors. The *Agency/Parent*

*Stakeholder Survey* was sent to Idaho Interagency Council on Secondary Transition (IICST), Early Childhood Coordinating Council, Higher Education Consortium, and advocacy and parent groups.

Information from the surveys were reviewed by the Data Analysis Workgroup in December 2014 and were involved in analysis the results from the Infrastructure Analysis Tool and the Collaborative Divisional Meetings as well as analysis of both survey's results. The Special Education Team, DAC and the SiMR Workgroup completed further analysis of the infrastructure through discussions in December 2014.

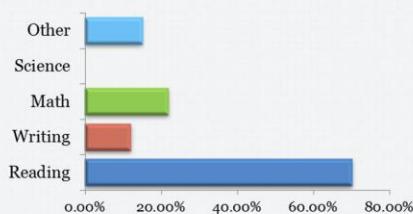
## Component 1 - Data Analysis

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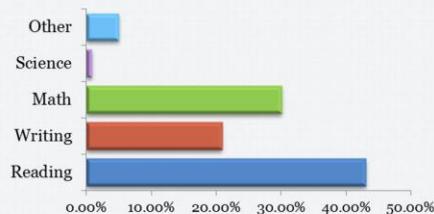
### Indicator 3 — Participation and Performance on Statewide Assessment

“Which area do students with disabilities need to be most proficient in to be successful?”

#### Agency/Parent Stakeholder



#### Educator Stakeholder



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### Indicator 3 – Participation and Performance on Statewide Assessments:

The ISDE Special Education Team developed and distributed two surveys to narrow the scope of the SSIP. One survey, entitled The Education Stakeholder’s Survey, was sent to all staff at the ISDE, the University of Idaho Center on Disabilities and Human Development (CDHD), the Boise State University Idaho Results Center, as well as statewide to special education directors, principals, and superintendents. The second survey, The Agency/Parent Stakeholder’s Survey, was sent to the Idaho Interagency Council on Secondary Transition, Early Childhood Coordinating Council, Higher Education Consortium, and various parent groups.

Agency/Parent Stakeholder survey recipients were asked if there were concerns about Idaho’s student with disabilities growth or performance on statewide testing, 68.1% of the respondents said “Yes”. Seventy (70%) of the respondents answered “reading” when asked what area students with disabilities need to be most proficient in to be successful.

Given the concerns with previous data, instruction from OSEP, and stakeholder input, Indicator 3 was selected as the focus for the SiMR.

# Component 1 - Data Analysis

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## Indicator 3 — Participation and Performance on Statewide Assessment

### NAEP 2012-2014 -- Grade 4 Reading

All Students		Students with Disabilities	
Advanced: 7%	39%	Advanced: 1%	7%
Proficient: 26%		Proficient: 6%	
Basic: 35%	60%	Basic: 12%	93%
Below Basic: 32%		Below Basic: 81%	

### NAEP 2012-2014 -- Grade 4 Math

All Students		Students with Disabilities	
Advanced: 6%	39%	Advanced: 3%	14%
Proficient: 33%		Proficient: 11%	
Basic: 43%	60%	Basic: 33%	86%
Below Basic: 17%		Below Basic: 53%	

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### Indicator 3 – Participation and Performance on Statewide Assessments:

The Data Analysis Workgroup reviewed statewide, LEA, and student level data, considered statewide initiatives and the existing infrastructure analysis, and information from the statewide surveys. The Data Analysis Workgroup narrowed the SiMR to Indicator 3, with an expectation to further focus on either literacy or mathematics in the future.

Analysis was conducted on achievement gaps disaggregating SWD and non-disabled peers for reading and math.

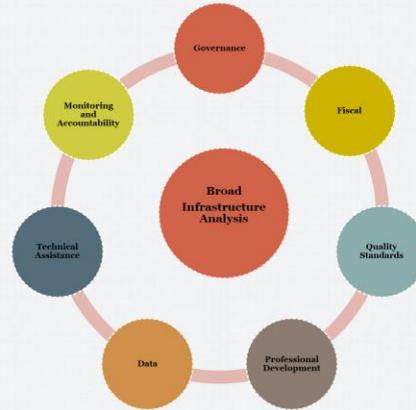
The ISDE examined the National Assessment of Educational Progress (NAEP) data which confirmed the hypothesis that the State’s reading/literacy gap was growing at a higher rate than Math.

## Component 2 – Infrastructure Analysis

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Address State system components including

- Governance
- Fiscal
- Quality standards
- Professional development
- Data
- Technical assistance, and
- Accountability



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State system components of the infrastructure analysis include: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability.

The SSIP also requires a description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain evidence-based practices to improve results for students with disabilities.

- What data does the state have related to academic performance? Are there other data sources?
- What data, if any, does the program have about implementation of effective performance data of special education students in the state?
- What data does the state have about the system and supports for implementing effective practices related to improving academic achievement among special education students?

The information and data connects results, practices and systems to help us as a state see if the data supports the selection of a specific area of academic performance as a SIMR. Does the data tell a story that supports the decision to focus on the area of academic performance?

## Component 2 – Infrastructure Analysis

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### Governance

- Governor
- State Board of Education
- Superintendent of Public Instruction
- Local Education Agencies (LEA)s
- Individuals with Disabilities Education Act (IDEA)
- Idaho Comprehensive Literacy Plan

### Fiscal

- State Board of Education
- Idaho Building Capacity (IBC) Project
- Common Core Coaches
- Idaho Reading Indicator (IRI)

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### Governance

The **Governor of Idaho** appoints members to the **State Board of Education (SBOE)** which is the policy-making body for all public education in Idaho.

**Superintendent of Public Instruction** is elected for a four-year term and serves on the Governor's cabinet (first term started January 2015).

**LEAs** (commonly referred to as "districts") have local control per Idaho state law. The ISDE provides guidance, technical assistance and ensures compliance per state and federal law.

**The Individuals with Disabilities Education Act** - charges each state with the implementation of the rules and regulations governing education of students with disabilities.

**Idaho Comprehensive Literacy Plan** - Literacy initiatives and programs are supported and approved (governed) by Idaho state legislation through the Idaho Comprehensive Literacy Act. This plan incorporates three major initiatives into Idaho Code to increase Literacy: 1) assessment, 2) student intervention, and 3) teacher preparation.

### Fiscal

**State Board of Education (SBOE) Regulations** – Each LEA is required by Law and SBOE regulations to maintain a reporting system for financial records.

**Idaho Building Capacity (IBC) Project**-- Idaho legislature determined the need for increased

support and technical assistance to Idaho LEAs specifically for school improvement, corrective action and restructure. Federal grant funds were obtained to meet this need through the IBC Project. The ISDE Statewide System of Support (SSOS) Division oversees this project and allocation of funding, as governed through Idaho legislature.

**Common Core Coaches** - Funding is determined yearly by the Joint Finance Appropriations Committee (JFAC) and dedicated annually by the Idaho legislature. Coaches are throughout the state and accessible to all schools under the direction of ISDE Content Division's ELA Coordinator.

**Idaho Reading Indicator (IRI)** –Idaho legislature has dedicated ongoing funding for the IRI as part of Idaho Comprehensive Literacy Plan (and Act).

## Component 2 – Infrastructure Analysis

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### Quality Standards

- Professional Standards Commission (PSC)
- Idaho Common Core State Standards
- Special Education Advisory Panel (SEAP)
- Directors Advisory Committee (DAC)

### Professional Development

- Common Core Coaches
- Idaho Training Clearinghouse (ITC) Learning Community
- SDE Special Education Division Trainings
- SDE Webinar System for Professional Development Trainings

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**ISDE Professional Standards Commission (PSC)** – Provides leadership for accountability in Idaho schools through making recommendation to the SBOE and decision-making regarding educators in Idaho.

**Idaho Common Core State Standards** – Idaho has rigorous content standards established. Common Core State Standards in ELA/Literacy and Math were incorporated into alignment of curricular materials and instructional design in 2013-14.

**Survey System for Training Feedback** - The ISDE has a survey system to evaluate trainings and obtain feedback on the trainings in LEAs. This survey system allows for quality assurance to support and build capacity of LEAs through effective training related to areas of technical assistance and professional development.

**Special Education Division’s General Supervision and Monitoring** – District level monitoring (conducted by the ISDE Special Education Division) and data collection of compliance and performance (in the State Performance Plan) has established standards in place.

**SEAP (Special Education Advisory Panel)** – Assists in addressing findings in federal monitoring reports and implementation of policy relating to students with disabilities.

**DAC (Directors Advisory Committee)** – Under direction of the ISDE Director of Special Education, the mission is to be a “collaborative, trusted voice for special education, providing guidance, critical insight and practical statewide input from the field to the SDE Special Education Division to aid in making sound decisions benefitting students with disabilities in Idaho.”

## Professional Development

**Common Core Coaches** – Core Coaches, focused on ELA and Literacy, provide PD throughout Idaho to support Idaho Common Core State Standards.

**Idaho Training Clearinghouse (ITC) Learning Community**– Through sub-award overseen by the ISDE Director of Special Education, the ITC posts training webinars online, and designs and hosts summer institutes, conferences and trainings.

**The Hub** –The ISDE has a collaborative and comprehensive professional development training housing system and interactive training calendar. The Hub houses information on all ISDE professional development resources and is accessible to all LEAs.

**ISDE Special Education Division Trainings** – Training visits are provided based on need or LEA/school request and include Early Childhood, Secondary Transition, SLD, and IEP –writing (Goals and Present Level of Performance [PLOP]) as well as dispute resolution strategies including facilitation and mediation.

**ISDE Webinar System for Professional Development Trainings**- The ISDE Special Education Division and other ISDE divisions provide technical assistance and professional development trainings to all LEAs. The ISDE webinar system addresses the challenge of reaching all LEAs in Idaho to provide PD and TA.

## Component 2 – Infrastructure Analysis

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### Data

- Idaho System for Education Excellence (ISEE)
- Assessment Division Collection of Statewide testing data
- Early Childhood Outcome (ECO)s
- Special Education Division Data Reporting Coordinator

### Technical Assistance

- Special Education Division's Assistance
- Idaho Training Clearinghouse (ITC) Learning Community
- ESEA's Assistance
- SSOS Division School Improvement
- Webinar System for TA to LEAs



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The SSIP also requires a description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain evidence-based practices to improve results for children with disabilities and their families for Part C and for students with disabilities for Part B.

## Component 2 – Infrastructure Analysis

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### Accountability & Monitoring

- ESEA Accountability System
- Idaho Building Capacity Project
- Idaho Reading Initiative: B-12 Literacy Plan
- SEAP (Special Education Advisory Panel)
- DAC (Directors Advisory Committee)
- Special Education Division's General Supervision and Monitoring
- ESEA Division
- SSOS Division School Improvement

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The SSIP also requires a description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and providers/LEAs to implement, scale up, and sustain evidence-based practices to improve results for children with disabilities and their families for Part C and for students with disabilities for Part B.

- ESEA Accountability System
- Idaho Building Capacity Project
- Idaho Reading Initiative: B-12 Literacy Plan
- SEAP (Special Education Advisory Panel)
- DAC (Directors Advisory Committee)
- Special Education Division's General Supervision and Monitoring
- ESEA's Assistance
- SSOS Division School Improvement

# SDE Internal Infrastructure Analysis



ISDE Division	GOVERNANCE		FISCAL		QUALITY STAND.		PROF. DEV.		DATA		TECH. ASSIST.		ACCT. & MON.	
	S/O	W/T	S/O	W/T	S/O	W/T	S/O	W/T	S/O	W/T	S/O	W/T	S/O	W/T
Assessment	X	X	X	X			X	X	X	X			X	X
Certification	X	X			X		X				X		X	X
Content	X	X	X	X	X	X	X	X			X	X	X	
ESEA	X	X			X	X	X	X	X		X	X	X	X
SSOS	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SE&PsR	X	X	X		X	X			X					
SPED	X	X	X	X	X	X	X	X	X	X	X	X	X	X

S/O – Strengths and Opportunities      W/T – Weaknesses and Threats

Given that the Infrastructure Analysis Templates were completed primarily by the ISDE division managers, the Special Education Team determined a more inclusive analysis of the ISDE was needed. The goal was to gather additional input from *all* relevant members of critical ISDE divisions in order to have a thorough, more detailed analysis of the various **strengths, weaknesses, opportunities and threats (SWOT)** existing in current ISDE infrastructure.

Toward that end, the Special Education Team held Collaborative Divisional Meetings with six ISDE divisions: Content; Assessment and Accountability; Teacher Certification; Student Engagement and Post-secondary Readiness (SE&PsR); Statewide System of Support (SSOS); and Elementary and Secondary Education Act (ESEA).

## Component 2 – Infrastructure Analysis

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### Strengths

- Comprehensive Literacy Plan Webinar system
- Collaborative and Comprehensive Professional Development system
- Functioning Accuracy Survey system
- SDE Organizational

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The State has a Comprehensive Literacy Plan in which Literacy initiatives and programs are supported and approved by state legislation through the Idaho Comprehensive Literacy Act. This plan, enacted in 1999, incorporates three major initiatives into Idaho code to address assessment, student intervention and teacher preparation to increase Literacy. The Idaho Comprehensive Literacy Plan is well-established (having been in existence for 16 years) and encompasses all educational divisions in the ISDE.

The ISDE has a recently developed, collaborative and comprehensive professional development training housing system and interactive training calendar (the Hub). The Hub was established in 2014 as the designated location for housing information on all ISDE technical assistance and professional development resources for LEAs. The Hub is accessible to all LEAs and stakeholders and allows for LEAs to make the most of training participation encompassing the focus of the SiMR.

A webinar system to provide technical assistance and professional development trainings to all LEAs is in place and supported through broadband internet accessibility. Idaho has a unique challenge in providing hands-on training to LEAs spread throughout 83,574 square miles; some LEAs more than 450 miles away from each other. The ISDE webinar system addresses this challenge for the purpose of providing trainings and support to LEAs to address SiMR improvement practices.

The ISDE has a functioning accurate survey system to evaluate trainings and obtain feedback on the trainings in LEAs. This survey system allows for quality assurance to support and build capacity of LEAs through effective training related to areas of technical assistance and professional development.

ISDE staff is housed within close proximity to each other (all ISDE educational staff offices are in the same building). This was identified as a strength in allowing for frequency of face-to-face communication for collaboration of resources related to supporting the focus of the SiMR in LEAs.

In March 2015 the ISDE named a Deputy Superintendent to oversee federal programs. This individual has a goal of increasing collaboration between divisions.

## Component 2 – Infrastructure Analysis

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### Improvement Opportunities



- Resources
- Scheduling
- Collaboration

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Lack of resources was the first weakness identified by all ISDE divisions through the infrastructure analysis process. Divisions are spread thin with lack of personnel, lack of funds and subsequently, high turnover. To address this system-wide threat, all divisions determined the need to increase collaboration for effective implementation of SiMR improvement strategies. There is a strongly established need and high support for cross-divisional ISDE communication.

While the ISDE does have a webinar system in place, the large geographic size of the state makes necessary in-person, hands-on training and scheduling difficult. The ISDE identified the opportunity to expand on the current webinar system, through collaboration with ISDE Information Technology (IT) Division, to make webinars more similar to hand-on trainings.

Small population, rural LEAs have difficulty finding quality staff and securing substitutes to enable teachers to attend trainings. To address this concern, the ISDE will need to use the Hub to coordinate scheduling of local regional trainings with other ISDE divisions to make the most of the LEA's staff's time.

ESEA, SSOS (MTSS) and SPED Divisions conduct school visits and scheduled school monitoring, but currently do so without collaboration with each other. These three ISDE divisions have vast opportunities to collaborate school visits and monitoring for increased effectiveness.

## Component 3 - SiMR

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### State-identified Measurable Result (SiMR)

“An identified area, which when implemented or resolved, has the potential to generate the highest leverage for improving outcomes/results for children with disabilities.”



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The state identified measurable result was identified as a result of data and infrastructure analyses.

The SiMR is an area, that when implemented or resolved, has the potential to generate the highest leverage for improving outcomes/results for children and students with disabilities. Throughout the SSIP Idaho must demonstrate how addressing the SiMR will build the capacity of Special Education programs and providers and system supports to improve the identified result for students with disabilities.

## Idaho's SiMR

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



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The ISDE listened to the stakeholders and with guidance from OSEP narrowed the initial focus to Indicator 3: Participation and Performance on Statewide Assessment. In an effort to narrow the SiMR, the SSIP Core Team first determined a need to consider data from both large and small sized LEAs, virtual and brick and mortar charter schools, and consider location with respect to and LEA's distance to state resources, such as state technical assistance centers.

The SiMR Workgroup determined the more appropriate term should be literacy and not reading. Literacy, as defined by Common Core State Standards, is an integrated model that incorporates reading, writing, speaking and listening, and language. These skills together are required for students to be college and career ready.

The SiMR chosen by the ISDE represents a child-level outcome and not a process outcome. One of the recommendations from the Idaho Governor's Task Force for Improving Education is recognizing that literacy proficiency is a major benchmark in a student's education. Enabling a student to read opens the ability to learn content in other subject areas. Idaho's approach is to set clear expectations at a state level to strengthen literacy in the classroom.

## Component 4 Coherent Improvement Strategies

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### Root Causes

- Ineffective PD, TA, and Coaching
- Lack of Collaboration
- Inconsistent Assessment
- Lack of Involvement with Families and Community

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During the December 2014 Data Workgroup meeting, participants engaged in analysis of the data and results from the infrastructure analysis to hypothesize root causes of what was inhibiting students from being proficient in literacy skills. Four root causes were identified: insufficient or poor professional development, lack of family involvement, lack of understanding of the function and use of assessments, and lack of collaboration within the ISDE, LEAs, and schools. The ISDE's two state-wide surveys, the Educator Stakeholder Survey and the Agency/Parent Stakeholder Survey, further supported that these four root causes were contributing causes to student lack of proficiency.

After identification of literacy as the focus of the SiMR, and the extent to which the ISDE systems align/have potential to align to support literacy improvement, the ISDE sent out a follow-up survey to Idaho educators/external stakeholders to identify the contributing factors and root causes for students with disabilities' poor performance in literacy.

This data was used to create the improvement strategies the ISDE will implement to reach the goal identified in the SiMR: ***Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balance.***

## Component 4 Coherent Improvement Strategies

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### Leverage points



- Idaho Training Clearinghouse
- Common Core State Standards ELA/Literacy
- Idaho Comprehensive Literacy Plan
- ESEA/SSOS/MTSS Collaborative Monitoring
- State and Federal Assessments
- Idaho Parents Unlimited (IPUL)
- Special Education Advisory Panel (SEAP)
- 21<sup>st</sup> Century Classrooms Learning Centers
- Parent Interviews and Surveys
- Idaho Commission on Libraries

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Also, to assist with developing strategies for improvement, leverage points for each contributing factor were identified.

## Component 4 Coherent Improvement Strategies

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### Strands of Action



- Professional Development, Technical Assistance, & Coaching
- Collaboration
- Assessment Practices
- Family & Community Involvement

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The Data Analysis Stakeholder Workgroup called together the SSIP Core Team, as well as: other division directors from

the ISDE's Content, Assessment, School Choice, School-wide Improvement and Title Programs; two technical advisors from the Western Regional Resource Center (WRRRC), general education, special education, reading specialists, and parents. Discussions from this work group helped to narrow our focus to 4 strands of action.

- Professional Development, Technical Assistance, & Coaching
- Collaboration
- Assessment Practices
- Family & Community Involvement

## Theory of Action

### Professional Development, Technical Assistance, Coaching

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If the SDE develops a statewide structure that supports the implementation of evidence-based literacy practices

- Then the SDE will provide collaborative professional learning opportunities, technical assistance, and coaching to LEAs and schools regarding literacy
- Then LEA and school educational staff will have standardized literacy resources and ongoing supports necessary to consistently and effectively implement and maintain evidence-based practices in literacy
- Then evidence-based literacy practices will be implemented with fidelity and sustained over time to achieve an increase in literacy outcomes
  - Then there will be an Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balance.

## Theory of Action Collaboration

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If the SDE builds collaboration across ISDE divisions and community agencies to offer professional learning opportunities on literacy for LEAs and schools

- Then the SDE will leverage current department and community initiatives to streamline messages around effective literacy instruction
  - Then the SDE and community agencies will broaden and deepen their own understanding of each other's literacy initiatives
  - Then SDE and community initiatives will be supported and implemented to best serve students
  - Then LEAs and schools will build collaboration vertically and horizontally, including all stakeholders, building their capacity to implement evidence-based literacy practices
  - Then there will be an Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balance.

## Theory of Action Assessment Practices

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If the SDE develops a statewide balanced assessment system for formative, diagnostic, interim, and summative assessments

- Then LEA and school educational staff will develop an understanding of the uses and purposes for formative, diagnostic, interim, and summative assessments
- Then LEA and school educational staff will use appropriate data to make decisions regarding, programming, curriculum, and instruction
- Then LEA and school educational staff will use accurate data to make daily instructional choices for students
- Then there will be an Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balance.

## Theory of Action Family & Community Involvement

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If the SDE facilitates LEAs' capacity to engage families and their local community in early literacy practices

- Then meaningful conversations will occur and the capacity of families and in their child's literacy development will increase
- Then the ISDE will increase support and resource availability for families and communities in regards to literacy
- Then families and community stakeholders will understand the literacy standards and their role in developing literacy skills in their children
  - Then there will be an Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balance.

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The success for implementation of improvement strategies for LEAs and schools is contingent on more than a need for improvement, based on low student outcomes.

### ***Need***

LEAs identified for implementation of the SiMR will demonstrate an academic need, measured by targeted students scoring less than proficient on statewide summative assessments. The school/LEA recognizes that the current practices are not producing the required outcomes and change is needed. Additionally, parents and the community are aware of student performance being below state benchmarks and support the need for change.

### ***Fit***

For a school or LEA to be prepared to meet the challenge of Idaho's SiMR they must be prepared to support students literacy needs on state, LEA, and building level. The LEA and school must have a commitment to improving literacy skills. The parents and community support the efforts to improve literacy skills of all students within the school or LEA.

### ***Resource Availability***

There must be a commitment to allocate resources to the SiMR. Resource allocation must be sufficient to sustain the full implementation of research-based interventions in multiple grades. Building and LEA administrators will be supportive in building strong literacy teams addressing the needs of all students.

***Evidence***

Increasing the use of evidence-based practices and improving the fidelity of implementation is a critical variable for maximizing student achievement (Kretlow & Bartholomew, 2010). The ISDE's focus is to increase the use of evidence-based practices to increase student achievement in literacy.

***Readiness for Replication***

Selected SiMR implementers will be provided professional development to cultivate expertise in literacy mentoring. The ISDE and identified sites will define staff competencies, necessary organizational supports, and leadership cohorts for program replication.

***Capacity to Implement***

Finally, identified locations will be able to sustain improved literacy instruction and implementation practices over time. LEAs and specific schools will institutionalize staff competencies, organizational structures, leadership teams, and financial commitment to sustain literacy improvement activities. The changes made to the delivery of literacy instruction will have broad base support by parents, practitioners, school, and LEAs administrator so that when personnel turnover occurs, best practice continues.

## Next Steps - Phase II - Improvement Plan

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Develop plan focusing on

- Infrastructure development
- Support for implementing evidence-based practices
- Evaluation of implementation

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**Phase II**, includes the development of a multi-year plan. The focus of Phase II is on building State capacity to support LEA programs with the implementation of evidence-based practices that will lead to measurable improvement in the State-identified Measurable Result(s). Phase II builds on the data and infrastructure analyses, coherent improvement strategies, and the theory of action developed in Phase I. The plan developed in Phase II includes the activities, steps and resources required to implement the coherent improvement strategies, with attention to the research on implementation, timelines for implementation and measures needed to evaluate implementation and impact on the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

The improvement plan must include how the state will:

1. Develop it's infrastructure.
2. Support EIS programs and providers/LEAs in identifying and implementing the evidence-based practices that will result in changes in practice to improve results, and
3. Evaluate the implementation of its SSIP.

**Future Plan for Implementation Driver Integration in Phase II and III**

Idaho plans to further leverage additional Implementation Drivers in Phase II and III including the following opportunities:

The ISDE's Assessment Practices Improvement Strategy has opportunity to leverage **Organization Driver – Decision Support Data System** through working towards more immediate access to Assessment Data, including NAEP, IRI and ISAT, for planning and literacy improvement efforts in student with disabilities.

Leveraging the **Organization Driver of Facilitative Administrator** through the ISDE's Collaboration Improvement Strategy will include taking full advantage of the newly-appointed ISDE Federal Programs Deputy Superintendent to unite Special Education, ESEA and SSOS in MTSS and literacy support efforts.

**Organization Driver – Systems Intervention** includes potential for leveraging resources through the Idaho Training Clearinghouse (ITC), ISDE's Hub, and ISDE's Information Technology Divisions (IT) to increase TA and PD availability and accessibility for LEAs regarding literacy.

## Next Steps Phase III - Evaluation

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### Evaluate and Revise

- Assess and report progress in implementing the SSIP
- Justify, using data from the evaluation, the continued implementation of the SSIP without modifications
- Provide a rationale for any revisions made



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A few general questions the evaluation should cover include:

- Did the activity occur? Did the activity accomplish its intended outcomes(s)? If not, why not?
- Did practitioners implement the practices with fidelity (i.e. as intended)?
- Did outcomes/results improve?
- In Phase III, the State must, consistent with the evaluation described in Phase II, assess and report on its progress in implementing the SSIP. This includes collecting and analyzing data on the extent to which the State has made progress toward and/or met the State-established short-term and long-term objectives for implementation of the SSIP and its progress in achieving the State-identified Measurable Result(s). If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision. Also, the State must provide a rationale for any revisions that have been made, or revisions the State plans to make, in the SSIP in response to evaluation data, and describe how stakeholders were included in the decision-making process.

# Questions and Discussion

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Note to Presenters: Presenters should customize discussion starters depending on the audience.