CNMI State Systemic Improvement Plan: Evaluation Plan

SSIP Evaluation Worksheet 1: Outcomes by Evaluation Question and Performance Indicator		
Evaluation Question	**Performance Indicator**	**Outcome:** **Short-term, Intermediate, Long-term** *FORMATIVE*
A1. To what extent is the universal screening implemented in K to 3rd grade?	(1) 100% of students in K to 3rd grade are screened to determine early literacy or reading proficiency. (2) Participation 100% of students with IEPs in K to 3rd grades are screened to determine early literacy or reading proficiency.	**SHORT-TERM:** • Teachers increase knowledge and skills to administer, analyze and interpret STAR data **INTERMEDIATE:** • Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction **LONG-TERM:** • Students demonstrate grade level reading skills mastery
A 1.1 To what extent do teachers perceive their knowledge and skills on how to administer, analyze and interpret the STAR Early Literacy and Reading Screening?	(3) 100% of teachers perceive their knowledge and skills on how to administer, analyze, interpret, and use STAR data have increased as a result of the training.	**SHORT-TERM:** • Teachers increase knowledge and skills to administer, analyze and interpret STAR data **INTERMEDIATE:** • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery.
A 1.2 (SOPs) To what extent do teachers administer STAR Early Literacy and STAR Reading screening procedures with fidelity?	(4) 100% of the teachers assigned to administer the screening tests, administer the test with fidelity in accordance with the SOP.	**SHORT-TERM:** • Teachers increase knowledge and skills to administer, analyze and interpret STAR data **INTERMEDIATE:** • Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction **LONG-TERM:**

CNMI State Systemic Improvement Plan: Evaluation Plan

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		• Students demonstrate grade level reading skills mastery
A1.3 As a result of PD, TA and coaching, to what extent was there increased use of screening data to improve reading instruction?	(5) 100% of teachers use the STAR EL / Reading Instructional Planning Tool to plan instruction based on screening data. (6) 100% PLC meetings show evidence of discussion from all members of screening and progress monitoring data from STAR Early Literacy and STAR Reading assessments to plan and deliver reading instruction.	**SHORT-TERM:** • Teachers increase knowledge and skills to administer, analyze and interpret STAR data **INTERMEDIATE:** • Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery
A2. To what extent is the early literacy and reading curriculum implemented with fidelity in the schools?	(7) 100% of the classrooms demonstrate evidence of at least 75% of the indicators in each of the following areas from the Core Curriculum (Journeys) Fidelity Checklist: • Classroom Environment • Whole Group Instruction • Small Group Instruction • Independent Practice Core Curriculum (Journeys) Fidelity Checklist ELA Coordinator will observe all ELA K-3 classrooms (target schools) for the whole period. (target is 80% of the classrooms)	**SHORT-TERM:** • Teachers increase knowledge and skills in the essential foundations of reading **INTERMEDIATE:** • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery

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A.2.1 To what extent do the teachers at the three SSIP Target Schools demonstrate competency in teaching the essential components of reading?	(8) 100% of teachers perceive their knowledge of the reading components has increased in: Teacher: I have full Knowledge ~~(9) 100% of teachers demonstrate at least 75% competency in teaching the essential foundations of reading~~ (10) 100% of teachers demonstrate improved instructional practices in reading over time (11) 100% of students with disabilities have access to evidence-based core instruction	**SHORT-TERM:** • Teachers increase knowledge and skills in the essential foundations of reading **INTERMEDIATE:** • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery
A.2.2. To what extent did student performance improve over time? (Long Term Outcome)	(12) [IEP's] 100% of students with disabilities increased their reading performance over time as measured by the STAR Early Literacy and STAR Reading (12.1) Number and percent who increased subscale score from screening #1 to #2 to a level close to benchmark and improvement to benchmark and number and percent who maintained or exceeded benchmark performance level.	**INTERMEDIATE:** • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery
A.2.3. What are the overall impacts for reading instruction for students with or without disabilities?	(13) 100% of all students increased their reading proficiency over time as measured by STAR Early Literacy and STAR Reading Assessments. (13.1) Number and percent who increased subscale score from screening #1 to #2 to a level close to benchmark and improvement to benchmark and number and percent who maintained or exceeded benchmark performance level.	**INTERMEDIATE:** • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs • Teachers improve instructional practices **LONG-TERM:** • Students demonstrate grade level reading skills mastery

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A3. What are overall impacts for implementing an Early Warning System for grades K-3?	(14) 100% of students exhibiting academic and behavior at-risk performance are identified and provided interventions to improve performance.	**SHORT-TERM:** • District and school personnel increase knowledge and skills in identifying students at risk for not reading by 3rd grade. **INTERMEDIATE:** • Teachers and other school personnel identify students at risk for not reading by 3rd grade. **LONG-TERM:** • Students demonstrate grade level reading skills mastery.
A.3.1 To what extent is the Early Warning System (EWS) implemented in K to 3rd ?	(15) 100% of elementary schools are participating in the EWS.	
A3.2 To what extent do teacher perceive their knowledge and skills in identifying students at risk for not reading by 3rd grade?	(16) 100% of teachers perceive their knowledge and skills in identifying students at risk for not reading by 3rd grade has increased.	**SHORT-TERM:** • Teachers increase their knowledge and skills in identifying students at risk for not reading by 3rd grade **INTERMEDIATE:** • Teachers identify students at risk for not reading by 3rd grade. **LONG-TERM:** Students demonstrate grade level reading skills mastery.
A3.3 To what extent do teachers perceive their knowledge and skills in identifying and providing appropriate interventions for students at risk for reading by 3rd grade?	(17) 100% of teachers perceive their knowledge and skills in identifying and providing appropriate interventions for students at risk for reading by 3rd grade has increased.	**SHORT-TERM:** • Teachers increase their knowledge and skills in identifying and providing appropriate interventions for students at risk for not reading by 3rd grade **INTERMEDIATE:**

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		• Teachers identify and provide appropriate interventions for students at risk for not reading by 3rd grade. **LONG-TERM:** Students demonstrate grade level reading skills mastery.
A4. What are overall impacts for implementing High Dosage Tutoring in grades K-3 in reading?	(18) 100% of students in need of supplemental intervention to address learning loss are provided High Dosage Tutoring.	**SHORT-TERM:** • Tutors hired to provided High Dosage Tutoring increase their knowledge and skills in providing high dosage tutoring to students at risk for learning loss in grades K to 3rd. **INTERMEDIATE:** • Tutors provide high dosage tutoring to identified students. **LONG-TERM:** Students demonstrate grade level reading skills mastery.
A.4.1 To what extent did student performance improve over time? (Long Term Outcome)	(19) 100% of students increased their reading performance over time as measured by the STAR Early Literacy and STAR Reading.	**INTERMEDIATE:** • Tutors provide high dosage tutoring to identified students. **LONG-TERM:** Students demonstrate grade level reading skills mastery.
B1. To what extent did providers adhere to established PD and TA Structure and Procedures?	(20) 100% of the PD provided to instructional support staff followed the PD structure and protocol. (21) 100% of PD Participants report that they were satisfied with the quality and intensity of the PD and opportunities for practice and feedback provided.	**SHORT-TERM:** • District and school personnel increase knowledge and skills in delivering effective professional development **INTERMEDIATE:** • District and schools deliver professional development based on effective PD and TA Structure **LONG-TERM:** • CNMI has increased infrastructure to scale-up implementation with fidelity

CNMI State Systemic Improvement Plan: Evaluation Plan

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B.1.1 As a result of the TA, to what extent did the special education teachers at the target schools increase their knowledge and skills in developing, reviewing and revising appropriate IEPs?	(22) 100% of special education teachers who perceive their knowledge and skills in developing, reviewing, and revising IEPs has increased.	**SHORT-TERM:** • School level implementation team increase knowledge and skills in developing appropriate IEPs **INTERMEDIATE:** • Teachers develop appropriate IEPs based on current data **LONG-TERM:** Students demonstrate grade level reading skills mastery
B.1.2 To what extent did the special education teachers at the Target Schools demonstrate competency in delivering specially designed instruction to students with IEPs?	(23) 100% of special education teachers demonstrate competency in delivering instruction that promotes equitable, supportive, and active learning.	**SHORT-TERM:** • School level implementation team increase knowledge and skills in developing appropriate IEPs **INTERMEDIATE:** • Teachers develop appropriate IEPs based on current data **LONG-TERM:** • Students demonstrate grade level reading skills mastery
B.1.3 (IEP's) As a result of professional development, technical assistance and coaching support, to what extent do students with disabilities have access to evidence-based core instruction and supports?	(24) 100% of IEP's include PLAAFP's that are based on current data. Specially designed instruction and goals reflect the general education curriculum, and students are provided accommodations to allow benefit in general education classrooms.	**SHORT-TERM:** • School level implementation team increase knowledge and skills in developing appropriate IEPs **INTERMEDIATE:** • Teachers develop appropriate IEPs based on current data **LONG-TERM:** • Students demonstrate grade level reading skills mastery

CNMI State Systemic Improvement Plan: Evaluation Plan

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B 2. To what extent is coaching implemented in the target schools?	(25) 100% of the target schools have literacy coaches assigned to their schools. (26) 100% of the schools are in line with national best practices for coaching ratio, 1:10. (27) 100% of teachers in target schools report that their instructional practices have improved overtime due to literacy coaching they received.	**SHORT-TERM:** • Literacy coaches increase their knowledge and skills in coaching and modeling instructional practices
C1. To what extent does collaboration occur at the school level between general education and special education teachers?	(28) 100% of the collaborative meetings occur between general education and special education teacher. Collaboration is defined as: • Participation • Level of engagement • Topic of discussion	**SHORT-TERM:** • School implementation team (PLC) increase knowledge and skills of effective collaboration **INTERMEDIATE:** • Implementation teams collaborate on instructional planning to meet the needs of all students **LONG TERM:** • Students demonstrate grade level reading skills mastery
C2. To what extent does collaboration occur at the school level between schools and families?	(29) 100% of families report that there is improved collaboration between schools and families. (30) 100% of families report that supports are provided to families to meet the needs of their child.	**SHORT-TERM:** • School personnel and families increase knowledge and skills of effective collaboration **INTERMEDIATE:** • School personnel and families collaborate on delivery of instruction to meet the needs of all students. **LONG TERM:** Students demonstrate grade level reading skills mastery

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D1. To what extent do SWP include resources allocated to subgroups of K to 3rd students?	(31) 100% of SWPs attain a score of 3 or higher (include resources dedicated to struggling learners in K to 3rd grade based on the student STAR Early Literacy and STAR Reading performance data of subgroups of students such as students with IEP's).	**SHORT-TERM:** • The district and schools increase knowledge and skills in developing School Wide Plans (SWPs) to include specific information on subgroups of students **INTERMEDIATE:** • Schools submit annual SWPs that include SSIP improvement activities **LONG TERM** • CNMI has increased infrastructure to scale-up implementation with fidelity
E1. To what extent does the Instructional Review Process (IRP) impact instructional practices in the classrooms?	(32) Schools will obtain an overall ELEOT score of 3.5 or higher.	**INTERMEDIATE:** • The district increases the use of Instructional Review Process to improve learning environment of students with disabilities **LONG TERM** • CNMI has increased infrastructure to scale-up implementation with fidelity