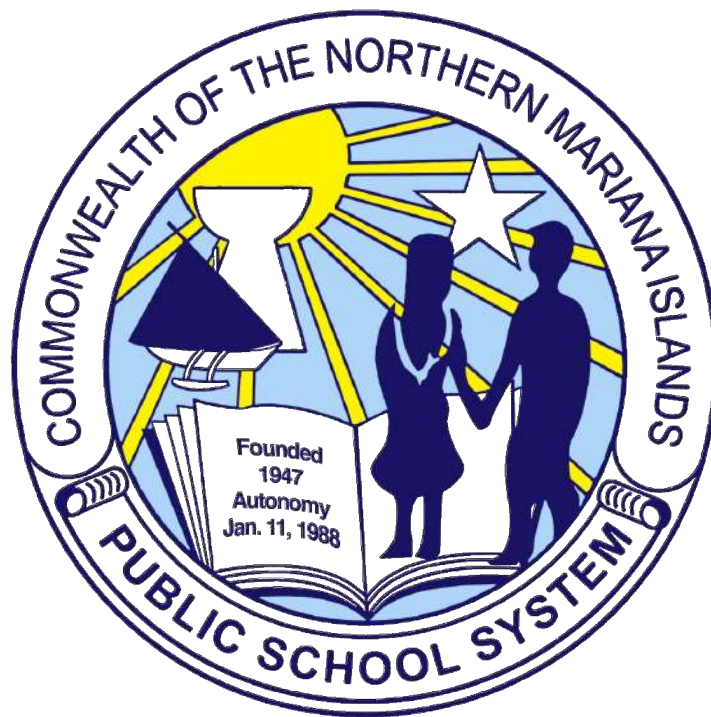Commonwealth of the Northern Mariana Islands
Public School System

# State Systemic Improvement Plan (SSIP) Phase III Year 4

IDEA Part B, Special Education Program



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**April 01, 2020**

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## SSIP Phase III Year 4: (A) Summary of Phase III Year 4

### *Report Format*

In order to give the reader a comprehensive but brief overview of the State Systemic Improvement Plan (SSIP) from its inception, the current or most recent SSIP information will be added to the existing narrative.  This applies to all sections of the SSIP.   For a comprehensive  detail of each phase of the SSIP,  please refer to previously submitted SSIPs.

### *Theory of Action, Logic Model and SiMR*

In Phase I, the CNMI conducted broad and in-depth analysis of the PSS infrastructure to determine PSS capacity and ability to support system-wide improvements. The results of the analysis showed six areas of focus or infrastructure strands: 1) Governance/Leadership; 2) Professional Development; 3) Collaboration; 4) Technical Assistance; 5) Accountability; and 6) Monitoring. These infrastructure strands are directly aligned to the *Theory of Action* and will impact improved results for students.  The *Theory of Action* articulates how PSS will improve reading proficiency of students with disabilities in three target schools by the end of 3$^{rd}$ grade.  The strands are based on the in-depth analysis of data and the infrastructures' strengths and areas that need improvement. The *Theory of Action* incorporates the coherent improvement strategies and how the improvement strategies will lead to the achievement of improved reading results for students with disabilities. (Appendix A: *Theory of Action*)

A *Logic Model*, developed in Phase II and updated in Phase III, identified the inputs, major strategies/activities, outputs and the short, intermediate and long-term outcomes that will result in achieving the SiMR.  Phase III focused on the evaluation of the *Implementation Plan* activities, including the steps and resources needed to implement and complete the activities.   The *Implementation Plan* operationalized the *Coherent Improvement Strategies* and addressed how the PSS will continue to support schools to implement evidenced-based practices that will ultimately result in changes in school practices necessary to achieve the SiMR. (Appendix B: *Logic Model*)

In Phase III Year 2, the *Evaluation Plan* was reviewed once again to determine alignment to the *Theory of Action*, and if any changes or revisions were needed in order for PSS to know to what extent the activities produced the expected outcomes.  An *Evaluation Plan Matrix* was updated to include additional Performance Indicator data.   The *Evaluation Plan Matrix* includes the data collection methods and instruments, baseline data, progress data and a discussion box for relevant information about the Evaluation Question or Performance Indicator. (Appendix C: *Evaluation Plan* and Appendix D: *Evaluation Plan Matrix)*.

In Phase III Year 3, stakeholders reviewed the Theory of Action, Logic Model, Evaluation Plan and Evaluation Plan Matrix to determine the need for revisions.  Several revisions were made to the Evaluation Plan Questions and Performance Indicators. The revisions are further described in Sections C and D of this SSIP.   No revisions were made to the Theory of Action, Logic Model or the SiMR.

The focus of Phase III Year 4 was to ensure reliable fidelity measures were in place to ensure the universal screening procedures were implemented in accordance to procedures, differentiated learning environments are provided and implemented based on student needs, professional

learning collaboration (PLC) meetings are conducted and focused on student data, and the new reading curriculum is implemented with fidelity. The SSIP Core Team reviewed and analyzed initial fidelity data with stakeholders and gathered input to determine if any barriers were present and what steps were needed to address the barriers to implementing the curriculum with fidelity.

In Phase III Year 3, the Office of Curriculum and Instruction (OCI) conducted general classroom observations in all the schools to see at what level the *Journeys Common Core Curriculum* was being implemented in accordance to the SOP. The SSIP Core Team expressed concerns regarding the low number and percent of teachers observed. As a result, the OCI and school level stakeholders revised the observation schedules including the frequency and duration of the observation and the total number of teachers to be observed to ensure better validity and reliability of the fidelity data. However, the closures of schools due to the 2018 Super Typhoon impacted the ability of the OCI to schedule the observations in school year 2019-2020 for reporting data in Phase III Year 4. The Literacy Coaches drafted fidelity observation procedures and tools to determine if the Literacy Coaching is implemented in accordance to the SOPs and Coaching Plans. This fidelity data will be reported in next year's report. The Office of Accountability, Research, and Evaluation (ARE) will continue to conduct an annual survey of teachers to determine if their instructional practices improved over time as a result of coaching received.

*CNMI State Identified Measurable Result (SiMR)*
The CNMI's SiMR, based on Phase I data and infrastructure analyses, is aligned with current PSS initiatives and strategic priorities, and will impact improved results for students with disabilities in the CNMI. The CNMI established its baseline in 2013-2014 and has set targets for 2014-2015 through 2019-2020, with the end target representing CNMI's SiMR, as displayed in Table 1.

> *By June 30, 2020, at least 55% of 3rd grade students with IEPs in three target schools will perform at or above reading proficiency against grade level and alternate academic achievement standards as measured by the state assessment.*

Table 1: *CNMI SiMR Baseline, Targets, & Progress Data*

| Average of 3 Schools 2013-2014 Baseline 14% | 2014-2015 Target 21% | 2015-2016 Target 29% | 2016-2017 Target 37% | 2017-2018 Target 46% | 2018-2019 Target 55% | 2019-2020 Target 55% |
|---|---|---|---|---|---|---|
| Performance: | 0% | 0% | 1.96% | 7.69% | 0% | |
| Met Target? | No | No | No | No | No | |

## Coherent Improvement Strategies and Infrastructure Improvement Strategies Employed During the Year

In Phase III Year 4, the CNMI continued to implement the coherent improvement strategies in the target schools, and, as part of the scale up activities, implemented improvement strategies in the remaining six elementary schools. The following is a description of the coherent improvement strategies systemically implemented during the year for each improvement strand in all elementary schools including additional activities implemented during Phase III Year 4.

**SSIP Phase III Year 4: (A) Summary of Phase III Year 4**

*Improvements to Governance/Leadership: Screening, Assessment, and Early Reading Curricula:*
- ✓ Universal screening is implemented in all elementary schools, grades K to 3rd.
- ✓ A Standard Operating Procedure (SOP) was piloted, revised, adopted and now implemented in all schools for the administration of the early literacy/reading screener.
- ✓ Secondary Screening Data collected and reported.
- ✓ Evidence-based core reading program is implemented in all schools.
- ✓ A communication structure and process, unique to each school, is used to share and disseminate school level information with parents, at the school level and with central office.
- ✓ The principals of the target schools mentor the remaining elementary school principals as part of the scale up activities.
- ✓ Ongoing training is provided to principals of scale- up schools on SOPs.

*Improvements to the Professional Development and Technical Assistance:*
- ✓ A professional development (PD) and technical assistance (TA) system based on professional standards for effective delivery of professional development, including sustainability plans, was developed, revised and is now implemented systemically.
- ✓ PD and TA protocols are used for all PD requests.
- ✓ Professional development and training are systemically planned and provided to all K to 3rd general education and special education teachers, literacy coaches, and Title I teachers on the selected universal screener, data collection and analysis, data-based decision making to inform instruction, and the implementation of a multi-tiered system of supports.
- ✓ Targeted professional development on "Coaching" and "Guided Reading" to literacy coaches. A systemic "coaching" structure, including fidelity checklists and protocols, are used by the Literacy Coaches and the Office of Accountability, Research and Evaluation (ARE).
- ✓ Technical Assistance was provided to special education staff and principals from target schools on the IEP process including specially-designed instruction.
- ✓ Training was provided to all parents of students with disabilities in the target schools on how to understand the universal screener reports, what to look for in an IEP, how to contribute to your child's IEP, and how to assist your child at home.

*Improvements to Collaborative Efforts:*
- ✓ A Professional Learning Collaboration (PLC) observation tool is systemically used by principals to observe and measure collaborative efforts between special education and general education teachers during PLC meetings in all elementary schools.
- ✓ A data collection and reporting tool is used to report evidence of collaboration at the school level.

*Improvements to the Accountability System:*
- ✓ A Systemic Standard Operating Procedure (SOP) is used by all schools for the development of the School Wide Plans (SWP). The SWP format includes academic data and resources needed to implement improvement activities and to improve results for all students.
- ✓ Revisions to the Data Dialogue and Plan-Do-Study-Act improvement process have been implemented at the school level.

*Improvements to the Monitoring System:*
- ✓ The Institutional Review Process (IRP) includes observations and data collection of learning environments for students with disabilities in resource rooms and in environments other than the general education classroom.

## Specific Evidence-Based Practices Implemented to Date

Specific Evidence-Based Practices implemented to date include:

- ✓ Universal screening for all K to 3rd grade students.
- ✓ A core reading curriculum implemented in all schools.
- ✓ Literacy Coaching implemented in all elementary schools.

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

The *CNMI PSS SSIP Evaluation Plan* consists of evaluation questions and performance indicators that determine the extent improvement activities were carried out as planned. It describes what PSS is trying to accomplish, including the impact of the activities on the SiMR, and improvements to the infrastructure. It describes inputs (resources), outputs (strategies and activities), short-term, intermediate and long term outcomes and evaluation measures to determine to what extent the activity produced the expected change and the probability of the activity resulting in achieving the SiMR. It describes the data collection methods and instruments and how the data will be used to inform stakeholders.

The focus of Phase III Year 4 was to continue data collection and analysis on performance indicators in the target schools in order to determine progress towards meeting targets or to determine if the activities, the evaluation measures, the performance indicators, or the outcomes needed to be revised. Phase III Year 4 secondary screening data was collected and reported to demonstrate growth and closing the gap. The secondary data is reported in two summary statements: Summary Statement 1: the number and percent of students who demonstrated growth but did not reach at or above benchmark; and Summary Statement 2: the number and percent of students who maintained, reached, or exceeded benchmark. Phase III Year 4 also focused on scale up activities for all other elementary schools based on the results of progress data. Phase III Year 4 progress data is reported in the *Evaluation Plan Matrix*, included as Appendix D.

The *Theory of Action* and *Logic Model* describe key strands of activities that, if implemented with fidelity, will impact reading outcomes of students with disabilities. The *Implementation Plan* further operationalizes the activities by infrastructure strand with specific implementation steps, needed resources, and timelines. Section C of this document describes the results of Phase III Year 4 progress data collected on the activities.

## Highlights of Changes to Implementation and Improvement Strategies

The SSIP Core Team used the *Implementation Evaluation Matrix,* a tool developed by the National Center for Systemic Improvement (NCSI), to organize and report on the implementation of the activities, including Phase III Year 4 progress data (Appendix D: *Evaluation Plan Matrix*). The

matrix is used to answer the evaluation questions and determine the extent to which activities were implemented. Scoring criteria and a rating scale were developed and are used for each of the evaluation questions and performance indicator. The SSIP Core Team continue to review the implementation and improvement strategies and activities to determine if activities need to be modified or changed, if the evaluation questions and performance indicators need to be revised or if new questions need to be added, and if the performance indicators are aligned to evaluation questions. In Phase III Year 4, there were no major changes made to Evaluation Plan Questions, Performance Indicators and activities.

### CNMI Progress in Implementing the SSIP
*A description of the extent to which the CNMI PSS has carried out its planned activities with fidelity, what has been accomplished, what milestones have been met, whether the intended timeline has been followed, and whether the intended outputs have been accomplished as a result of the implementation activities.*

The following section describes the Phase III Year 4 progress in implementing the SSIP activities to date by coherent improvement strands. The narratives describe the activities, the milestones, timelines, and the outcomes that were accomplished as a result of the activities in reference to the Evaluation Questions and Performance Indicators specific to each activity.

### Governance: Leadership: Screening and Assessment
*To implement a systemic universal screening of early literacy skills and reading development in grades K to 3rd grade.*

The principal activity was to implement systemic universal screening of early literacy and reading skills of students in K to $3^{rd}$ grade by February 2016. As of August 2018, universal screening of all K to $3^{rd}$ grade students have been systemically implemented in all elementary schools in accordance with Standard Operating Procedures (SOP) developed in Phase III Year 3 and in accordance with Board of Education Policies. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools. To ensure the screening data is accurate and reliable, fidelity measures have been put in place including observations of the screening process.

### Implement Standard Operating Procedures for the Implementation of the Screening Tool

The principal activity was to develop and implement fidelity measures, including a standard operating procedure to ensure the administration of the screening process was conducted with fidelity and the screening results are accurate and reliable. In Years 2 and 3, the principals of the target schools developed a SOP and revised the process and observation forms several times.

In Phase III Year 4, scale up activities included training for all remaining elementary school principals conducted by the target school principals on the SOP and the fidelity observation. Baseline data for the fidelity observations was reported in the SSIP Phase Year 3 submission. Progress data is reported in Section C of this document. Although the SSIP Core Team feels the intended output of this activity has been met and is now systematically implemented in all elementary schools, based on progress data and teacher surveys, the SSIP Core Team feels there is a need for continued training and monitoring with teachers on screening procedures before, during and after the screening is conducted.

### Develop Communication Plan to share information between teacher, school, and district office levels and to and from stakeholders

The principal activity was to develop a communication structure to share information between classroom, school, parent, and district level stakeholders by June 2016. In Phase III Year 4, for the purposes of reporting progress on screening data, excel tables, created in August 2016, are

populated with screening data and submitted to appropriate offices for data reporting at the state level. The process and data collection tool were revised several times in SY 2018-2019 and will continue to be revised as necessary to meet the reporting needs of the schools and district office. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools to date inclusive of the scale up schools.

*Governance: Leadership: Early Literacy Curricula*
*To implement an early reading curricula*

The principal activity was to select and implement an early literacy and reading curriculum in K to 3rd grade by August 2016. This activity has been accomplished and is now systemically implemented in all elementary schools. The Office of Curriculum and Instruction (OCI) is the responsible office to ensure the curriculum is implemented with fidelity across all schools. In line with scale up activities, the OCI continues to monitor the implementation of the curriculum with fidelity and continues to provide training and professional development. Implementation data based on the fidelity measures is reported in Section C of this document. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools, including the scale up schools.

*Professional Development (PD) and Technical Assistance (TA)*
*To establish a PD and TA structure that includes components for effective PD such as focused content based on data, theory and discussion, demonstration in training, practice and feedback in training and coaching in the classroom.*

The principal activity was to establish an effective professional development and technical assistance structure based on acceptable practices for delivering professional development by September 2016. In Phase III Year 4, the Office of Student Support Services was designated as the responsible office to monitor the implementation of the PD process. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools.

*To Provide TA to Schools on the IEP Process and Specially-Designed Instruction*

The principal activity was to provide ongoing training to IEP teams of the target schools on IEP development and specially-designed instruction (SDI) by April 2016. In Phase III Year 4, explicit training on "Accommodations and Modifications" was conducted with Title I teachers. In line with the scale up activities, training on SDI will be conducted in Year 5 for all elementary schools. Current teacher survey information is reported in Section C of this document. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools.

*To Implement Coaching/Modeling in K to 3rd Grade (Literacy Coaching)*

The principal activity was to implement a "Literacy Coaching Model" in the target schools. The model included developing a coaching structure to include expectations, roles and responsibilities, and competencies of literacy coaches. In Phase III Year 4, all elementary schools have Literacy

Coaches in place. A Literacy Coach Handbook was implemented to determine the extent literacy coaching is implemented with fidelity. A Performance Indicator or long term outcome was added to the *Evaluation Plan Matrix* to determine the percent of teachers who report improved instructional practices due to literacy coaching received over time. In Phase III Year 4, the literacy coaches continued to receive specialized training and mentoring, and literacy coaching has been extended to all remaining elementary schools as part of the scale up activities. Progress data on the effects of coaching are discussed in Section C of this document. The intended output for this activity has been accomplished and is systemically implemented throughout the system. For Year 5, a fidelity observation process will be implemented. In addition, there are action plans to expand collaboration to address the instructional supports needed to assist the teachers.

### Collaboration between General Education and Special Education
*To implement a collaborative structure in the schools between general education and special education teachers.*

The principal activity was to design and implement a process to facilitate collaboration between general education and special education teachers. The intent of the collaborative effort is to focus on student progress data and instructional planning based on the data. The SSIP Core Team, with input from the teachers, drafted an observation process and tool to be used by the school principal to observe collaborative meetings. In Phase III Year 4, the data dialogue process continues to be the primary process teachers use to discuss student level progress data, instructional strategies, lesson planning, diverse learners, and school level activities. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools.

### Accountability: School Wide Plans
*To improve School Wide Plans to include SSIP improvement activities and allocation of funds specific to subgroups of students.*

The School Wide Plan (SWP) is a comprehensive improvement plan annually developed by each school with input from school level stakeholders. The SWP process includes discussions on school wide goals which must be aligned to the CNMI PSS Strategic Priorities, performance objectives to meet the goals, general school activities, and funding needs, resources and much more. The principal activity was to revise the SWP process to include specific student screening and progress data, targeted improvement activities, strategies based on the data and leveraging resources. In Phase III Year 4, the Office of Accountability, Research and Evaluation (ARE) revised the SWP process and Standard Operating Procedures (SOP) with more focus on improving student outcomes based on student data specifically for sub-groups (English Language Learners and Students with Disabilities). The SOP includes the identification of specific goals for sub-groups by disaggregating the data. The ARE office is the responsible office to review all SWPs for completeness and to monitor expenditures of each school based on the individual SWP. The intended output of this activity has been met and continues to be systematically implemented in all schools.

### Accountability: Data Dialogues
*Data Dialogues to include data on K to 3rd grade Star Early Literacy and Start Reading performance and progress monitoring.*

The principal activity was to review and revise, if necessary, the *Data Dialogue* process to include screening and progress monitoring data. In Phase III Year 4, the Data Dialogue process was revised and now includes required student and grade level screening data used by all schools to report school level data. The revisions also include the review of longitudinal data from one screening period to another and ultimately the growth, if any, from the first screening to the third screening. The conversations are intentional, purposeful, and focused on student academic and behavioral data as well as student outcomes. The intended output of this activity has been met and continues to be systematically implemented in all elementary schools.

### *Schools to use Plan Do Study Act (PDSA) Process to Discuss Lack of Progress*

The principal activity was to implement a process the School Implementation Teams would use to discuss student progress data and more specifically, the lack of expected progress. The schools recently expanded the Data Dialogue process to weekly discussion at the grade level and quarterly school level Professional Learning Collaboratives (PLC) meetings. The principal or vice principal monitors the PLC meetings and enters the observation notes onto a Google Sheet. The processes used to discuss student progress is unique to each school. The SSIP Core Team agreed that each school should decide on a PDSA cycle and review process that best fits the unique needs of the school to drill down student data for instructional planning. The schools currently use a 90 day learning cycle process to review data, revise activities, and implement strategies. The SSIP Core Team feels the intended output of this activity has been met and continues to be systematically implemented in all elementary schools.

### *Monitoring*
*Improve the Instructional Review Process (IRP) to include observation data on learning environment of students with disabilities.*

The principal activity was to improve the Instructional Review Process (IRP) conducted by the Office of Curriculum and Instruction (OCI) to include observations of learning environments of students with disabilities other than general education classrooms by Summer 2016.

In Phase III Year 4, a revised IRP process was implemented to account for revisions in the Effective Learning Environment Observation Tool (ELEOT) Version 2.0. The IRP and ELEOT continue to be systematically implemented in the schools. The IRP and observation data are systematically collected using the ELEOT and are reported electronically in the ELEOT application. The focus has been on reflecting and refining the instructional review process to increase receptiveness to accepting support with a focus on collaboration rather than on evaluation (i.e. self-reflective). The intended output of this activity has been met and continues to be systematically implemented in all schools. For year 5, the CNMI PSS is exploring the Circle of Collaboration in lieu of IRP that promotes rigor, engagement, and relevance.

### *Stakeholder Involvement in SSIP Implementation*
*How stakeholders have been informed of the ongoing implementation of the SSIP and how stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.*

## SSIP Phase III Year 4: (B) Progress in Implementing the SSIP

The focus of Phase III Year 4 was to ensure the coherent improvement activities were implemented with fidelity such as the screening procedures, the reading curriculum, literacy coaching, and the identification and implementation of specially designed instruction.  Phase III Year 4 continued to be about data collection, analysis and reporting on the improvement activities implemented at the classroom, school, and/or district level as applicable. The original intent in SSIP Phase I was to have one primary stakeholder group whose responsibility was to ensure stakeholders were involved in the decision making processes at all levels in relation to policies, procedures, or practices that affect the PSS.  In Phase II, it was decided that there needed to be various levels of "stakeholder" groups to address the identified needs at the various levels of SSIP implementation and evaluation. It was not practical or best practice to limit the "stakeholders" to one primary group of individuals.  The decision makers needed to be different groups relevant to the decisions that need to be made at the classroom, school, and district level.  Currently, there are stakeholder groups that are involved at an information sharing level, such as the Parent Teacher School Association (PTSA) summits. School level community stakeholders work more closely with the school leadership to exchange ideas, prepare and plan school budgets, review school performance data, offer suggestions and support school events that focus on increasing parent engagement.  At the school/community level, SSIP activities, as well as school wide improvement plans are discussed at PTSA meetings, at parent teacher conferences, and advisory panel meetings.  Discussions include how PSS uses assessment data for school wide improvement plans and funding purposes, how the school plans professional development and training, and how the school plans instructional initiatives.

At the district level, the stakeholders are primarily the Principals, the Program Managers, Key Management, members of the Board of Education subcommittees, and PTSA representatives made up of PTSA officers.  Progress on the SSIP activities and scaling up plans are the primary focal points of discussion at these types of networking opportunities.  It is at this level that stakeholders use the infrastructure to exchange information with each other, gather feedback that is relevant to the issue at hand, and provide broad suggestions for action.

The primary stakeholders in Phase III Year 4 were the school level implementation teams and the district level teams responsible for monitoring fidelity of the evidence-based practices, evaluating the implementation of improvement activities and outcomes, and reporting results to key management.  The school level implementation teams are a core group of individuals (teachers, literacy coaches, Title I teachers, counselors, and administrators) who work together and take joint action on an issue.  The stakeholders provide input and feedback on processes, procedures, and practices that have resulted in revisions to SOPs that were conflicting, schedules that conflict with other events, and procedures that were redundant. It is the core group who facilitates parent engagement at the school level and gather relevant feedback for school improvement plans including SSIP improvement activities.  School level implementation teams are involved in the preparation of SWPs, school budgets, and school initiatives. At the school level, SSIP implementation activities are discussed at staff meetings, data dialogues, PLCs, and instructional planning sessions.

*How PSS monitored and measured outputs to assess effectiveness of the Implementation Plan Phase III Year 4 Data on Implementation and Outcomes*

**Overview**

In Phase II, an *Evaluation Plan* was developed that included evaluation questions and performance indicators to determine the extent to which outcomes were being achieved and improvement towards achieving the SiMR.   Phase III Year 2 focused on the initial collection of improvement activity data and rating the performance results based on a scoring criteria and rating scale.

In Phase III Year 3 and 4, the SSIP Core Team continued to focus on data collection and the analysis of progress data, including the collection and reporting of secondary data, based on the scoring rubric with a primary focus on fidelity of implementation of the activities.   The SSIP Core Team also reviewed each activity once again to determine alignment of the activity to the *Theory of Action* and *Logic Model* and determined what level of implementation was needed for the outcome to be considered achieved or substantially achieved or to determine if the activity was implemented with fidelity or as it is intended to be implemented. The SSIP Core Team agreed  to continue the use of the Scoring Criteria and Rubric to rate the Performance Indicators  and to answer the  evaluation questions.   Updated progress data is reported in each Evaluation Question.

Below is a description of each implementation activity by strand and how the Evaluation Question and Performance Indicator was measured and scored to determine progress from the baseline, as indicated in Appendix D: *Evaluation Plan Matrix*.

The **Scoring Criteria and Rubric** used to rate the Performance Indicators and answer the Evaluation Questions was:

| Score/Rubric | Percent |
|---|---|
| 1 = | 0 – 25% |
| 2 = | 26% - 50% |
| 3 = | 51% - 75% |
| 4 = | 76% - 100% |

*Data on Implementation and Outcomes by Activity Strand*

**Governance/Leadership:**
**A1. Evaluation Question (1):** To what extent is the universal screening implemented in K to 3rd Grade?
- **Performance Indicator (1):** 100% of **all** students in K to 3rd Grade are screened to determine early literacy and reading proficiency.
- **Performance Indicator (2):** 100% of students with an **IEP** are screened to determine early literacy and reading proficiency.

This evaluation question and the performance indicators are directly aligned with the *Theory of Action* in that, if all students are screened, the teachers will have the data needed to design and provide instructional programs and evidence-based interventions based on the individual needs of

each student.  To measure progress of the extent the screening program is in place or implemented, baseline data of the participation rates for all students and students with an IEP was established in SY 2016-2017 and progress data is collected and reported each year thereafter.

***Data Sources*** used to establish the baseline and progress data were STAR Early Literacy (SEL) and STAR Reading (SR) scores for grades K to 3$^{rd}$, class rosters and an excel Data Reporting form developed by the SSIP Core team to report SSIP data.  Students who are screened with an alternative tool are counted in the total number of students screened.  The *Data Reporting* form is used to extract the required data from the reports generated by STAR and transfer the data to a reportable format. The data is disaggregated by students with and without disabilities.

***Data Collection, Measurement and Timeline: Participation of All Students and Students with an IEP.***  To determine annual progress on *Participation*, data from Screening 2 is used.  The total number of students screened using SEL or SR divided by the total number who should have been screened.  Only one score for each child is used.  If the student took both SR and SEL, the score used to monitor progress is reported.  The number of students with an IEP is disaggregated.

***Baseline Data:*** Baseline data was established in SY 2016-2017.
***Progress Data:***  Progress data is collected and reported from Screening 2 each year.

**Screening Participation Results**

| | SY 2016-2017 Baseline Data: | | SY 2017-2018 Year 2 Progress Data: | SY 2018-2019 Year 3 Progress Data: | SY 2019-2020 Year 4 Progress Data: |
|---|---|---|---|---|---|
| **All** Students | Screening 4 = (1304/1308) 99% **Rubric = 4** | | Screening 2 = (1488/1511) **98%** **Rubric 4** | Screening 2: (1199/1208) **99%** **Rubric 4** | Screening 2: 1119/1132 = 99% **Rubric 4** |
| **IEP** Students | Screening 4 = (98/101) 97% **Rubric = 4** | | Screening 2 = (101/101) **100%** **Rubric 4** | Screening 2: (95/95) **100%** **Rubric 4** | Screening 2: 109/109=100% **Rubric 4** |

***Phase III Year 4 Rubric:*** Based on the established scoring criteria and rubric, the Phase III Year 4 progress data is rated a rubric of 4 for participation of both "All" and "IEP" students.

***Phase III Year 4 Data Analysis:*** The data indicate that 99% of all students were screened and 100% of students with an IEP were screened.  The trend data for 3 years demonstrate a very high percentage of all students and students with an IEP screened throughout the year.  The SSIP Core Team agrees that although this Performance Indicator has been met, participation data will continue to be collected, reported, and monitored.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Governance/Leadership:**
**A1.1 Evaluation Question (2):**  To what extent do teachers perceive their knowledge and skills on how to administer, analyze, and interpret the STAR Early Literacy and STAR Reading data has increased?

- **Performance Indicator (3):** 100% of the teachers perceive their knowledge and skills to administer, analyze, and interpret the STAR Early Literacy and STAR Reading data has increased to at least 90% as a result of the training/PD.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* in that the teachers must be able to analyze, interpret and use accurate and reliable data to plan and provide instructional programs and evidence based-interventions based on the individual needs of each student.

*Data Sources* used to determine the extent teachers perceive their knowledge and skills increased based on training is a post training survey conducted after training has been provided. The survey format focus on whether the training increased the participants knowledge and skill level in the content being trained.

*Data Collection, Measurement and Timeline*: Teachers were surveyed in March 2020 in order to account for all trainings in Ren U, an online differentiated training opportunity tailored to meet the needs of individual teachers and live webinars from Renaissance learning trainers.

*Baseline Data:* Baseline data was established in SY 2016-2017.
*Progress Data:* Progress data is reported each year after training is provided.

**Teachers Post Training Survey Results:**

| SY 2016-2017<br>Baseline Data | SY 2017-2018<br>Year 2 Progress Data | SY 2018-2019<br>Year 3 Progress Data | SY 2019-2020<br>Year 4 Progress Data |
|---|---|---|---|
| Purpose:<br>(52/56) =93% **Rubric 4**<br>Navigation:<br>(54/56) = 96% **Rubric 4**<br>Administration:<br> (54/56) = 96% **Rubric 4**<br>Analysis and Interpretation:<br>(52/56) = 93% **Rubric 4** | Purpose:<br>(85/96) = 89% **Rubric 4**<br>Identification of Intervention:<br>(81/95) = 85% **Rubric 4**<br>Planning for Intervention:<br>(82/96) = 85% **Rubric 4**<br>Progress Monitoring:<br>(82/96) = 85% **Rubric 4** | Purpose:<br>(56/63) 89% **Rubric 4**<br>Navigating:<br>(59/63) 94% **Rubric 4**<br>Administration:<br>(58/63) 92% **Rubric 4**<br>Analysis and Interpretation<br>(58/63) 92% **Rubric 4** | Purpose:<br>(84/92) = 91% **Rubric 4**<br>Navigating:<br>(84/92) 91% **Rubric 4**<br>Administration:<br>(85/92) 92% **Rubric 4**<br>Analysis and Interpretation<br>(82/92) 89% **Rubric 4** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data rated all four areas a rubric of 4.

*Phase III Year 4 Data Analysis:* The data indicated an increase in the number and percent of teachers who perceived their knowledge and skills increased in knowing the "Purpose," as a result of the PD provided in Ren U over last year. The "Administration" remained the same as last year's survey while "Navigating" and "Analysis and Interpretation" decreased by three percentage points. Based on the data and the high percentage of agreement from teachers, the SSIP Core Team agreed that professional development provided through Ren U is a viable and cost effective means to provide ongoing professional development to teachers. The SSIP Core Team agrees this Performance Indicator has been met and data will no longer be reported in the SSIP; however, teachers will continue to use Ren U and webinars for ongoing PD and data will be reviewed and monitored by principals.

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**Governance/Leadership:** A1: *Implement a Universal Screening in all K to 3rd grade*
**A1.2 Evaluation Question (3):** To what extent do teachers administer STAR Early Literacy and STAR Reading procedures with fidelity?

- **Performance Indicator (4):** 100% of the teachers assigned to administer the screening tests, administer the test with fidelity in accordance with the Standard Operating Procedure.

This evaluation question and the performance indicator are directly aligned to the *Theory of Action* in that the administration of the test must be conducted with fidelity to ensure accuracy and reliability of the test results. Implementation of the universal screening involved the development of standard operating procedures (SOP) and a means to observe the teachers administering the screening to ensure fidelity by all teachers assigned to administer the screening. A draft SOP was disseminated to teachers, revised based on feedback from the stakeholders, and finalized in December 2016. In Phase III Year 3, the SOP is systemically implemented throughout the system in all elementary schools, including the scale up schools.

*Data Sources* used to establish baseline and progress data was the Standard Operating Procedures (SOP), an adapted STAR EL/SR Screening Fidelity Observation Form, and the list of teachers observed.

*Data Collection, Measurement and Timeline:* The school principal or designee conducts observations before, during and after the screening using an adapted STAR EL/SR Screening Fidelity Observation Form. The measurement of fidelity is the number of teachers who administer the screening in accordance with the SOP divided by the total number of teachers observed in all SSIP schools.

*Baseline Data:* Baseline data was established in SY 2016-2017.
*Progress Data:* Progress Data is collected and reported each year. For the purposes of SSIP report submitted each year in April, the observation data of the screening closest to the SSIP report date is used to measure and report progress in the SSIP.

**Screening Procedures Conducted with Fidelity**

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| Screening 4 = 88% (36/44) **Rubric = 4** | Screening 2 = 93% (56/60) **Rubric 4** | Screening 1 = (38/44) 86% **Rubric 4** | Screening 1 = (20/29) 69% **Rubric 3** |
| | | Screening 2= (26/35) 74% **Rubric 3** | Screening 2 = (22/29) 76% **Rubric 4** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 3 for Screening #1 and a 4 for Screening #2.

*Phase III Year 4 Data Analysis:* The data indicate a 17% decrease for Screening #1 and a 2% increase for Screening #2 in the number and percent of teachers who were rated clearly evident in the administration of the screening tool in accordance with the SOP. For SY2019-2020, the school

administrators focused on completing fidelity data for new teachers and teachers demonstrating struggles with the STAR EL and/or STAR Reading administration. For Screening 1, 29 teachers from the three schools were observed administering all fidelity areas of the screener. Of the 29 teachers, 20 or 69% were rated as clearly evident in the administration of the screening tool in accordance with the SOP. In Screening 2, 29 teachers were observed administering all areas of the fidelity checklist, and of the 29, 22 or 76% received a rating of clearly evident in all areas of the screener. The SSIP Core team agrees this indicator has not been met and data will continue to be collected and reported for all teachers.

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**Governance/Leadership:** A1: *Implement a Universal Screening in all K to 3rd grade*
**A1.3 Evaluation Question (4):** As a result of the PD and TA, to what extent was there increased use of screening data to improve reading?
- **Performance Indicator (5):** 100% of teachers use STAR EL/SR Instructional Planning Tool to plan instruction based on screening data.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* in that planning and providing instruction and evidence-based intervention for students based on their performance data ensures students are provided appropriate, specially-designed instruction that meet their unique needs.

*Data Sources* used to establish baseline and progress data for this performance indicator were the RL Instructional Planning Reports and the Professional Learning Community (PLC) Collaborative Observation Form. The observation form, developed by the SSIP Core Team, is a Google form that principals use to record specific collaborative indicators during PLC meetings such as Participation, Level of Engagement, and Topic of Discussion. The Renaissance Learning (RL) Instructional Planning Reports are used to inform differentiated instruction on a class or student level and ensure instructional planning is systematic and based on student level data. Principals monitor the teachers' usage of the RL by accessing the online reports on a daily, weekly, or monthly basis.

*Data Collection, Measurement and Timeline:* To collect baseline and progress data for this indicator, the principals reviewed the K to 3rd grade teachers' access and use of the RL Instructional Planning Reports. Due to differences in the Renaissance STAR assessment structure, the principals are not able to view the instructional groups created by the teachers. Teachers are required to submit hard copies of the instructional groupings as evidence the RL Instructional Planning is used. The total number of teachers who have accessed and used the RL Instructional Planning Report divided by the total number of teachers who should have accessed and used the reports was used as the formula to determine baseline and progress data.

*Baseline Data:* Baseline data was established in SY 2016-2017.
*Progress Data:* Progress data is collected and reported each year.

**STAR EL/SR Use of Instructional Planning Tool**

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| (57/57) or 100% Teachers used the RL Planning Tool: **Rubric = 4** | (63/63) 100% Teachers used the RL Planning Tool: **Rubric = 4** | (63/63) 100% Teachers used the RL Planning Tool: **Rubric = 4** | (56/56) 100% Teachers used the RL Planning Tool: **Rubric 4** |

***Phase III Year 4 Rubric:*** Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 4.

***Phase III Year 4 Data Analysis:*** Based on the 3 year trend data SY2017-2018 to SY2019-2020, all teachers use the Renaissance Learning (RL) Instructional Planning tool to design differentiated instruction for their class on a student level and to ensure instructional planning is systematic and based on student level data. The SSIP Core Team have agreed this Performance Indicator has been met and the data will no longer be reported in SSIP. However, the principals will continue to monitor the teachers' use of the planning tool.

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**Governance/Leadership:** A1: *Implement a Universal Screening in all K to 3ʳᵈ grade*
**A1.3 Evaluation Question (4):** As a result of the PD and TA, to what extent was there increased use of screening data to improve reading?

- **Performance Indicator (6):** 100% of the PLC meetings show evidence of discussion from all members of screening and progress monitoring data to plan and deliver reading instruction.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* in that collaborative planning with all instructional stakeholders ensure that the student is provided a learning environment designed by all providers to best meet the needs of every child. The principal activity was to design and implement a purposeful process to facilitate collaboration between general education and special education teachers that focuses on student data and instructional planning. The Professional Learning Community (PLC) participants include grade level general education and special education teachers, teacher aides, Literacy Coaches, and Title I teachers.

***Data Sources*** used to establish baseline and progress data for this indicator were the PLC Meeting agenda, participants' attendance sheet, meeting minutes, and PLC Observations.

***Data Collection, Measurement and Timeline***: The SSIP Core Team agreed to collect at least one observation per month (August through March) per grade per school to monitor the collaborative efforts of grade level PLC meetings. The principals will report the number of meetings observed with the topic of discussion rating of 3 or 4 with "yes" on item J of the observation form divided by the total number of observations. In SY 2017-2018, the SSIP Core team agreed to use a cumulative count for *Data Discussion* to measure and report progress on this performance indicator.

***Baseline Data:*** Baseline data was established in SY 2016-2017 in three areas; *Participation, Level of Engagement,* and *Data Discussions*.

***Progress Data:*** The *Data Discussion* component of the observation tool is used to measure and report progress for this performance Indicator.

**Meeting Observations: Fidelity**

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| Participation 64% (9/14) Level of Engagement 86% (12/14) Data Discussion: 93% (13/14) **Rubric: 3** | Data Discussion: (10/13) 77% **Rubric: 3** | Data Discussion: (85/88) 97% **Rubric: 4** | Data Discussion: (44/44) 100% **Rubric 4** |

***Phase III Year 4 Rubric:*** Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 4.

***Phase III Year 4 Data Analysis:*** The data indicate that 100% of the PLC meetings show evidence that data discussions include screening and progress monitoring data to plan and deliver reading instruction. This is a 3% increase from SY 2018-2019. Based on this data, the SSIP Core Team agree that this Performance Indicator data, although met, will continue to be collected, monitored, and reported one more year.

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**Governance/Leadership:** A2: *Implement Early Literacy and Reading Curriculum*
In the *Implementation Plan* submitted in Phase II, there are four evaluation questions and seven performance indicators under this strand of Governance/Leadership. Over time, the number of evaluation questions and performance indicators were reduced.
**A2 Evaluation Question (5):** To what extent is the early literacy and reading curriculum implemented with fidelity in the schools?
- **Performance Indicator (7):** 100% of the classrooms demonstrate evidence of at least 75% of the indicators in each of the following areas of the *Journeys Common Core Curriculum* fidelity checklist; Classroom Environment, Whole Group Instruction, Small Group Instruction and Independent Practice (Implementation).
- **Performance Indicator (10):** 100% of the teachers demonstrate improved instructional practices in reading over time.

This evaluation question and performance indicators 7 and 10 are directly aligned to the *Theory of Action* and the SiMR. If students are expected to read at grade level by 3rd grade, the SiMR, students must be provided evidence-based reading instruction delivered by competent teachers who emphasize the essential components of reading. The principal activity was to select and implement an early literacy and reading curriculum in K to 3rd grade. Beginning the Spring of 2016, a reading curriculum was selected, materials ordered, and training conducted on the new curriculum. In order to ensure the new curriculum was implemented with fidelity, the SSIP Core Team, with stakeholders from the Office of Curriculum and Instruction, adopted a Fidelity Checklist to be incorporated into the Instructional Review Process (IRP). In Phase III Year 3, Performance Indicator 9 was deleted due to the redundancy of the measurement.

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

***Data Sources*** used to establish baseline and progress data were the Instructional Review Process (IRP) report and *What to Look for in the Journeys Common Core Classroom* observation form, including the Journeys Core Curriculum Fidelity Checklist. The observation form includes observations of numerous indicators in the areas of Classroom Environment, Whole Group Instruction, Small Group Instruction, and Independent Practice. In Phase III Year 3, additional observation forms were included in the IRP.

***Data Collection, Measurement and Timeline:*** The total number of classrooms observed with at least 9 of 12 (75%) of the components rated as evident divided by the total number of classrooms observed. The average score per school and average for all target schools is calculated for SSIP reporting. Observations will be conducted once per year at the state level by the Office of Curriculum and Instruction (OCI) in at least 80% of the classrooms. For SY 2019-2020, the SSIP Core Team agreed 50% of the classroom observations would be conducted by OCI and 50% by the principals. The combined observation results will be reported in Phase III Year 4. The Principals will continue to monitor teachers who do not meet at least 75% of the components.

***Baseline Data:*** Baseline data was established in SY 2017-2018.
***Progress Data:*** Progress data will be collected and reported each year.

**Reading Curriculum Fidelity Check**

| SY 2017-2018 Baseline Data | SY 2018-2019 Year 2 Progress Data | SY 2019-2020 Year 3 Progress Data |
|---|---|---|
| **Performance Indicator (7): 0/10 = 0%** | **Performance Indicator (7): 2/25 = 8%** | Performance Indicator (7): 14/17 = 82% **Rubric 4** |
| **Performance Indicator (9):** 10/14 = 71% | **Performance Indicator (9):** Deleted | |
| **Performance Indicator (10):** No Data Available | **Performance Indicator (10):** No Data Available | Performance Indicator (10): Average of 2 target schools: 0/12 = 0% **Rubric 1** |

***Phase III Year 4 Rubric:*** Based on the established Scoring Criteria and Rubric, Phase III Year 4 progress data is a Rubric of 4 for Indicator #7 and a Rubric of 1 for Indicator 10.

***Phase III Year 4 Data Analysis:*** The data collection procedures indicate that at least 80% of the classrooms must be observed. The progress data showed that only 30% of the teachers in the three schools were observed. The low number and percent of the observations was due to two of the schools on double session schedule due to the 2018 super typhoon. Of the observation data that was available, only 14 of 17 teachers were observed or 82% in the three target schools demonstrated evidence of implementing at least 75% of the Journey's components with fidelity. Though the percentage is significantly higher than previous year's data, it reflects observations from only 30% of the teachers from the three schools. The super typhoon in October 2018, and the closure of the schools impacted the ability of the Office of Curriculum and Instruction (OCI) to conduct all the observations as required, 80%. The environmental factors after the storm significantly impacted the principals' ability to conduct the fidelity observations as originally planned and school schedules were reduced from six instructional blocks to four. Based on the

progress data, the SSIP Core Team agrees Performance Indicators 7 and 10 have not been met to date and remain a high priority focus. Data will continue to be collected and reported.

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**Governance/Leadership:** A2: *Implement Early Literacy and Reading Curriculum*
**A2.1 Evaluation Question (6):** To what extent do the teachers demonstrate competency in teaching the essential components of reading?
- **Performance Indicator (8)**: 100% of the teachers perceive their knowledge of the reading components have increased in the following reading components: Reading Components Big Idea, Phonemic Awareness. Phonics, Fluency, Vocabulary, Comprehension.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* and the SiMR. If students are expected to read at grade level by 3rd grade, the SiMR, students must be provided evidence-based reading instruction delivered by competent teachers who have been provided explicit training on the components of reading. The principal activity was to provide training on the components of reading and conduct post training surveys to determine changes in teachers' perceptions of their knowledge and skills based on the training.

*Baseline Data:* Baseline data was established in SY 2016.
*Progress Data:* Progress Data is collected and reported every year thereafter.

**Post-Training Survey Results**

| 2016-2017 Baseline Data | | | | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|---|---|---|
| Survey 1: Feb 2016: | Survey 2: Feb 2017: | Survey 3 March 2017 | Survey 4: Sept 2017 | Survey 1 | Survey 1 | Survey 1 |
| Reading Big Ideas (8/49) 16.3% Rubric of 1 | Reading Big Ideas (19/44) 43% Rubric of 2 | Fluency (5/49) 10.2% Rubric of 1 | Fluency (19/57) 33% Rubric of 1 | Comprehension (72/96) or 75% **Rubric of 3** | Reading Big Ideas (31/64) 48% **Rubric 2** Fluency: (40/64) 63% **Rubric 3** | Reading Big Ideas (43/92) 47% **Rubric 2** Fluency: (58/92) 63% **Rubric 3** |
| Phonemic Awareness (6/49) 12.2% Rubric of 1 | Phonemic Awareness (26/44) 49% Rubric of 2 | Vocabulary (3/49) 6.1% Rubric of 1 | Vocabulary (25/57) 44% Rubric of 2 | | Phonemic Awareness (42/64) 66% **Rubric 3** Phonics (43/64) 67% **Rubric 3** | Phonemic Awareness (58/92) 63% **Rubric 3** Phonics (63/92) 68% **Rubric 3** |
| Phonics (14/49) 29% Rubric of 2 | Phonics (22/44) 50% Rubric of 2 | Comprehension (3/48) 6% Rubric of 1 | | | Vocabulary (43/64) 67% **Rubric 3** Comprehension (45/64) 70% **Rubric 3** | Vocabulary (63/92) 68% **Rubric 3** Comprehension (62/92) 67% **Rubric 3** |

*Phase III Year 4 Rubric:*  Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data for the six components of Reading are rated a rubric range from 2 in the Big Idea to 3 in all other areas.

*Phase III Year 4 Data Analysis:*  The data indicate slight decreases in the number and percent of teachers who perceived their knowledge of the reading components increased as a result of professional development.  There was a 1% increase for two of the reading components: "Phonics" and "Vocabulary."  One component remained the same while the other two components had slight decreases. The SSIP Core Team agrees this Performance Indicator has not been met and remains a high priority.  Data will continue to be collected and reported.

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**Governance/Leadership:** A2:  *Implement Early Literacy and Reading Curriculum*
**A2.1 Evaluation Question (6):** To what extent do the teachers demonstrate competency in teaching the essential components of reading?
- **Performance Indicator (11):** 100% of students with an IEP have access to evidence-based core reading instruction.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* and the SiMR.  If students are expected to read at grade level by 3$^{rd}$ grade, the SiMR, students must have access to and benefit from evidence-based reading instruction.

*Data Sources* used to measure this indicator were the Instructional Review Process (IRP) report and the Effective Learning Environment Observation Tool (ELEOT) Rating.

*Data Collection, Measurement and Timeline:* The Office of Curriculum and Instruction (OCI) is responsible to conduct annual instructional review processes in all schools and all classrooms.  The tools used to collect the observation data are the Instructional Review Process (IRP) reports and the Effective Learning Environment Observation Tool (ELEOT) Version 2.0 for Phase III Year 3.  The process also includes a review of the teachers' Understanding by Design (UBD) plans, daily lesson plans, and interviews.  For this indicator, three (3) ELEOT items were used to respond to the evaluation question.  For each school, the number of classroom observations rated as "very evident" and "evident" on each of the items divided by the total number of classrooms observed was calculated.  For SSIP reporting, the average score of the three schools is reported.  In Phase III Year 3, AdvanceED revised its ELEOT.  As a result of the revisions, the number and letter system in the learning environments were changed; therefore, two of the three indicators are different than the previous SSIP report, as described below.  The ELEOT 2.0 version items used for this indictor are listed below.
- **A1**: Learners engage in differentiated learning opportunities and/or activities that meet their needs.
- **C3:** Learners are supported by teacher, their peers and or other resources to understand the content and accomplish tasks.
- **D3**: Learners are actively engaged in the learning activities.

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

*Baseline Data:* Baseline data was established in SY 2016-2017.
*Progress Data:*  Progress data is reported every thereafter.

*Trend Data*: Over 4 Years 3 ELEOT Items

| SY 2016-2017 Baseline Data | | | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|---|---|
| **SY14-15** A1: 85% C4: 87% C5: 54% **Average: 75%** **Rubric: 4** | **SY15-16** A1: 90% C4: 87% C5: 78% **Average: 85%** **Rubric: 4** | **SY16-17** A1: 94% C4: 98% C5: 95% **Average 96%** **Rubric: 4** | **SY 17-18** A1: 47% C4: 91% C5: 64% **Average 67%** **Rubric 3** | **SY 18-19** A1: 67% C3: 100% D3: 100% **Average: 89%** **Rubric 4** | **SY 19-20** A1: 60% C3: 80% D3: 73% **Average: 71%** **Rubric 3** |

*Phase III Year 4 Rubric:*  Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 3.

*Phase III Year  4 Data Analysis:* The data indicates decreases in all  three (3) of the ELEOT items used to measure if students with IEPs have access to evidence-based core reading instruction in an equitable learning environment and overall average from 89% to 71% in Phase III Year 4.  Similar to SY 2018-2019, the area of most difficulty, based on the data, is engagement in differentiated learning opportunities and activities that meet their needs (A1).   The OCI will continue to conduct instructional reviews using the IRP in all schools annually and the principals have agreed to continue regular observations in all classrooms throughout the year.  Based on progress data, the SSIP Core Team agree that data will continue to be collected and reported for all three indicators

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**Governance/Leadership:** A2:  *Implement Early Literacy and Reading Curriculum*
**A2.2 Evaluation Question (7):** To what extent did student performance improve over time? (Long Term Outcome)
**A2.3 Evaluation Question (8):** What are the overall impacts for reading instruction for students with and without disabilities?
- **Performance Indicator (12)**: 100% of students with IEPs increased their reading performance over time as measured by the STAR Early Literacy and STAR Reading results.
- **Performance Indicator (12.1):** Number and Percent of students whose scaled score improved from Screening#1 to Screening#3, but did not reach benchmark divided by the number of students with no improvement plus number of students with improvement, but not close to benchmark plus number of students with improvement close to benchmark plus number of students with improvement to benchmark $[(b+c)/(a+b+c+d)]$.
- **Performance Indicator (13):** 100% of all students increased their reading proficiency over time as measured by the STAR Early Literacy and STAR Reading results
- **Performance Indicator (13.1):** Number and Percent of students whose scaled score improved from Screening#1 to Screening#3, but did not reach benchmark divided by the number of students with no improvement plus number of students with improvement, but

not close to benchmark plus number of students with improvement close to benchmark plus number of students with improvement to benchmark $[(b+c)/(a+b+c+d)]$.

These evaluation questions and performance indicators are most directly aligned to the *Theory of Action* and the SiMR. In order to measure the impact of the improvement activities on reading proficiency over time, the SSIP Core Team, with input from school stakeholders, agreed to collect and report student growth data in the following data displays:

a=No improvement
b=Improvement, but not close to benchmark
c=Improvement, close to benchmark
d=Improvement to benchmark
e=Maintained or exceeded benchmark

Proficiency on STAR Early Literacy and STAR Reading will continue to be collected and reported as the number and percent at or above benchmark. The additional data sets will address number and percent of students who demonstrate improvement over time.

***Data Sources*** used to establish baseline and progress data were the Star Early Literacy and STAR Reading results, for students with and without disabilities for Screenings #1, #2, and #3.

***Data Collection, Measurement and Timeline****:* For SSIP reporting, the total number of students with and without disabilities at or above benchmark, will continue to be collected and reported. For baseline data, SY16-17 Screening #4 was used. The total number of students at or above benchmark divided by the total number of students who were screened. The screening schedule was revised in SY17-18 and reduced the number of screenings to three. In order to measure growth over time, the SSIP Core Team, with input from school level stakeholders, incorporated two summary outcome statements described below: The number and percent of students who increased subscale score for screening #1 to #3 to a level close to benchmark and improvement to benchmark and number and percent who maintained or exceeded benchmark performance level.

***Summary Outcome #1***
Number and percent of students whose scaled score improved from Screening #1 to Screening #3, but did not reach benchmark as per above improvement levels divided by the number of students with no improvement plus number of students with improvement, but not close to benchmark plus number of students with improvement close to benchmark plus number of students with improvement to benchmark $[(b+c)/(a+b+c+d)]$.

***Summary Outcome #2***
Number and Percent of students whose scaled score improved from Screening #1 to Screening #3 that reached benchmark or maintained or exceeded benchmark divided by the total number of students screened $[(d+e)/(a+b+c+d+e)]$.

Two (2) additional data sets are collected to determine the extent students with IEPs increased reading performance over time. The data collected was the number and percent of students who improved in scaled scores from Screening #1 to Screening #3 as described in the outcome

statements above. The data collected also included the number and percent of students who improved in scaled scores from Screening #1 to Screening #3 and who maintained performance level at or above benchmark regardless of increase in scaled scores.

*Baseline Data:* Baseline Data was established in SY 2016-2017.
*Progress Data:* Progress Data is collected and reported yearly thereafter.

*Screening Results*

| Baseline Data: SY 2016-2017 | |
| --- | --- |
| *IEP Students at or Above* | *All Students at or Above* |
| Screening 1: 7% (6/84) a Rubric of 1<br>Screening 2: 14% (12/88) a Rubric of 1<br>Screening 3: 9% (8/90) a Rubric of 1<br>**Baseline Screening 4: 14% (14/98)**<br>**Rubric 1** | Screening 1: 26% (310/1215) a Rubric of 2<br>Screening 2: 39% (488/1215) a Rubric of 2<br>Screening 3: 39% (503/1283) a Rubric of 2<br>**Baseline Screening 4: 41% (536/1308)**<br>**Rubric 2** |
| Year 2 Progress Data SY 2017-2018 | |
| *IEP Students at or Above* | *All Students at or Above* |
| Screening 1: 11% (10/80) Rubric 1<br>Screening 2: 8% (8/101) Rubric 1<br>Screening 3: 12% (16/131) Rubric 1<br>**Rubric 1** | Screening 1: 33% (406/1240)<br>Screening 2: 32% (469/ 1488)<br>Screening 3: 45% (565/1173)<br>**Rubric 2** |
| Year 3 Progress Data SY 2018-2019 | |
| *IEP Students at or Above* | *All Students at or Above* |
| Screening 1: 6% (6/102) **Rubric 1**<br>Screening 2: 9% (8/95) **Rubric 1**<br>Screening 3: 8% (9/113) **Rubric 1** | Screening 1: 32% (384/1210) **Rubric 2**<br>Screening 2: 38% (451/1199) **Rubric 2**<br>Screening 3: 45% (544/1209) **Rubric 2** |
| Year 4 Progress Data SY 2019-2020 | |
| *IEP Students at or Above* | *All Students at or Above* |
| Screening 1: 7% (7/106) **Rubric 1**<br>Screening 2: 7% (8/109) **Rubric 1**<br>Screening 3: Not Available (at SSIP Submission) | Screening 1: 33% (374/1134) **Rubric 2**<br>Screening 2: 41% (456/1119) **Rubric 2**<br>Screening 3: Not Available (at SSIP Submission) |

*Closing the Gap Phase III Year 2 Data SY 2017-2018*

| Growth | All Students | Students with IEPs |
| --- | --- | --- |
| **Summary Statement 1**:<br>Number and Percent of students whose STAR Early Literacy or STAR Reading scaled scores increased, but did not reach benchmark<br>[(b + c)/(a+b+c+d)] | Screening #1 to Screening #3:<br>(606/850) 71%<br><br>**Rubric 3** | Screening #1 to Screening #3:<br>(57/78) 73%<br><br>**Rubric 3** |
| **Summary Statement 2:**<br>Number and Percent of students who reached, maintained or exceeded benchmark<br>[(d + e) +(a+b+c+d+e) | Screening #1 to Screening #3:<br>(459//1173) 39%<br><br>**Rubric 2** | Screening #1 to Screening #3:<br>(39/99) 39%<br><br>**Rubric 2** |

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

*Closing the Gap Phase III Year 3 Data SY 2018-2019*

| Growth | All Students | Students with IEPs |
|---|---|---|
| **Summary Statement 1:** Number and Percent of students whose STAR Early Literacy or STAR Reading scaled scores increased, but did not reach benchmark [(b + c)/(a+b+c+d) | Screening #1 to Screening #2: (570/826)  69%  **Rubric 3** | Screening #1 to Screening #2: (56/82)  68%  **Rubric 3** |
| **Summary Statement 2:** Number and Percent of students who reached, maintained or exceeded benchmark [(d + e) +(a+b+c+d+e) | Screening #1 to Screening #2: (427/1114)  38%  **Rubric 2** | Screening #1 to Screening #2: (11/86)  13%  **Rubric 1** |
| **Summary Statement 1:** Number and Percent of students who reached, maintained or exceeded benchmark [(d + e) +(a+b+c+d+e) | Screening #1 to Screening #3: 534/809 = 66% **Rubric 3** | Screening #1 to Screening #3: (78/94) 83% **Rubric 4** |
| **Summary Statement 2:** Number and Percent of students who reached, maintained or exceeded benchmark [(d + e) +(a+b+c+d+e) | Screening #1 to Screening #3: (538/117) 48% **Rubric 2** | Screening #1 to Screening #3: (13/98) 13% **Rubric 1** |

*Closing the Gap Phase III Year 4 Data SY 2019-2020*

| Growth | All Students | Students with IEPs |
|---|---|---|
| **Summary Statement 1:** Number and Percent of students whose STAR Early Literacy or STAR Reading scaled scores increased, but did not reach benchmark [(b + c)/(a+b+c+d) | Screening #1 to Screening #2 (only reflects 2 of 3 schools): Score: 272/422 = 65% **Rubric 3** | Screening #1 to Screening #2 (Only reflects 2 of 3 schools): Score: 40/57 = 70% **Rubric 3** |
| **Summary Statement 2:** Number and Percent of students who reached, maintained or exceeded benchmark [(d + e) +(a+b+c+d+e) | Screening #1 to Screening #2: Score: 278/624 = 45% **Rubric 2** | Screening #1 to Screening #2 (Only reflects 2 of 3 schools) 6/62 = 10% **Rubric 1** |

**Phase III Year 4 Rubric:** Based on the established Scoring Criteria and Rubric, Phase III Year 4 progress data are rated:

**All Students:**  Summary Statement 1 (Rubric of 3) and Summary Statement 2 (Rubric of 2)
**IEP Students:**  Summary Statement 1 (Rubric of 3) and Summary Statement 2 (Rubric of 1)

**Phase III Year 4  Data Analysis:** *Closing the Gap Data for Phase III Year 4* indicate  a decrease in the percent of students who increased scaled scores, but did not reach benchmark (Summary Statement 1) and an increase in those who reached, maintained or exceeded benchmark. For

students with disabilities, there was an increase (+2%) in the percent of students who increased scaled scores, but did not reach benchmark, but the percent in those who reach, maintained or exceeded benchmark decreased by 2%.

For Summary Statement 1, there was a 5% difference between all students and students with IEPs with students with IEPs exceeding the results of all students. Though it appears that the gap is closing, it should be noted that the results only reflects two of the three schools. For Summary Statement 2, there is a significant gap, 35%, between All and IEP compared to Year 3 progress data. Once again, a caution is made as the data only reflects two of the three target schools. With the data for the third school, more valid and reliable comparisons will be made. Further data analysis of the STAR EL and STAR Reading results for all students and students with an IEP is discussed in Section **C2: *Data Discussion and Data Visuals.*** The SSIP Core Team agree this evaluation question and performance indicator does show students with IEPs are progressing, the indicators have not been fully met and continue to remain a focus area for data collection and reporting.

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**Professional Development:** B: *Establish a Professional Development (PD) and Technical Assistance (TA) Structure that include components for effective PD and TA*
**B1 Evaluation Question (9):** To what extent did providers adhere to established PD and TA Structure and Procedures?
- **Performance Indicator (14):** 100% of the PD provided to instructional staff followed the PD structure and Procedures.

The principal activity was to establish an effective professional development and technical assistance structure based on acceptable practices for delivering professional development. This evaluation question and performance indicator are aligned to the *Theory of Action* and SiMR in that effective professional development includes a focus on specific content, theory and discussion with ample opportunities for active learning such as through modeling and coaching.

***Data Sources*** used to measure the extent PD was provided in accordance with the PD and TA Structure was the file review of PD protocols submitted to the Office of Accountability Research and Evaluation (ARE).

***Data Collection, Measurement and Timeline:*** In Phase III Year 3, the SSIP Core Team revised the Standard Operating Procedures (SOP) in regards to the responsible office for PD Planning. Prior to any professional development, the PD plan is submitted to the Office of Student Support Services for review and/or additional clarification and to determine if the requesting office followed the PD Protocol. The measurement of this indicator is the total number of PDs aligned with procedures divided by total number of PDs provided.

***Baseline Data:*** Baseline Data was established in SY 2016-2017.
***Progress Data:*** Progress data is collected and reported yearly.

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2  Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| 2/3 or 67% **Rubric 2** | 4 /5 or 80% **Rubric 4** | 1/4 or 25% **Rubric 1** | 4/4 or 100% **Rubric 4** |

**Phase III Year 4 Rubric:** Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 4, a significant increase from previous year's data.

**Phase III Year 4  Data Analysis:** In Phase III Year 4, there were four Professional Development events provided to teachers of all elementary schools.  All four followed the PD SOP.  This is an increase of 75% in performance from Year 3.  The SSIP Core Team discussed the possible reason for the adherence to the SOP and agreed that identifying a lead responsible person for submission of the PD plan has increased the probability for compliance of the SOP.  Though the data for this year reflects 100% compliance with the SOP, the SSIP Core Team agrees this evaluation question and performance indicator have not been met and remains a high priority for data collection and reporting since at least a 3-year trend has not been established.

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**Professional Development:** B: *Establish a Professional Development and Technical Assistance Structure that include components for effective PD and TA*
**B1 Evaluation Question (9):** To what extent did providers adhere to established PD and TA Structure and Procedures?
- **Performance Indicator (15):** 100% of PD Participants report they were satisfied with the quality, intensity and opportunities for practice and feedback of the PD provided.

The principal activity was to establish an effective professional development and technical assistance structure based on acceptable practices for delivering professional development.  This evaluation question and performance indicator are aligned to the *Theory of Action* and SiMR in that the effectiveness of professional development should be measured by the participants of the PD.

*Data Sources* used to measure the participants' satisfaction with the PD were Post-PD Surveys. The data sources for Phase III Year 3 report were three survey items from training on the Foundations of Reading for new teachers, Ren U STAR Early Literacy/STAR Reading Administration, Scoring and Analysis and Impact Cycle for Instructional Coaching Implementation Survey.

*Data Collection, Measurement and Timeline:* Post PD surveys are conducted directly after the PD event.  Most surveys are done on a Google or other web based format to allow for immediate results.  If paper/pencil surveys are used, the Office of ARE is responsible to tally the responses and report the results.  The measurement is the total number of teachers who respond they are satisfied with quality, intensity, opportunities for practice divided by the total number of teachers who should have taken the survey.  Survey questions asked about the spacing of the training, opportunity for varied learning opportunities, coaching and feedback, and training built on previously learned skills and knowledge.

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

*Baseline Data:* Baseline Data was established in SY 2016-2017.
*Progress Data:* Progress Data, post PD survey results, will be collected and reported after every PD provided to staff.

**PD Survey Results**

| Baseline Data: 2016-2017 | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| Modeling - 86% (60/70) **Rubric 4** | Modeling – 81% (59/73) **Rubric 4** | Modeling: (49/64) 77% **Rubric 4** | Modeling: (63/92) 68% **Rubric 3** |
| Spaced - 60% (42/70) **Rubric 3** | Spaced – No data available for SY2017-18 | Spaced: (21/64) 33% **Rubric 2** | Spaced: (32/92) 35% **Rubric 2** |
| Varied learning opportunities - 77% (54/70) **Rubric 4** | Varied learning opportunities – No data available for SY2017-18 | Varied Learning Opportunities: (30/64) 47% **Rubric 2** | Varied Learning Opportunities: (42/92) 46% **Rubric 2** |
| Coaching & Feedback- 56% (39/70) **Rubric 3** | Coaching & Feedback – 80% (58/73) **Rubric 4** | Coaching & Feedback (31/64) 48% **Rubric 2** | Coaching & Feedback (46/92) 50% **Rubric 2** |
| Analyzing & Reflecting- 70%(49/70) **Rubric 3** | Analyzing & Reflecting – 85% (62/73) **Rubric 4** | Analyzing & Reflecting: (32/64) 50% **Rubric 2** | Analyzing & Reflecting: (50/92) 54% **Rubric 3** |
| Scaffolding-73% (51/70) **Rubric 4** | Scaffolding – No data available for SY2017-18 | Scaffolding: (32/64) 50% **Rubric 2** | Scaffolding: (51/92) 55% **Rubric 3** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data ranged from a rating of Rubric 3 in Modeling and Scaffolding to 2 in the other areas.

*Phase III Year 4 Data Analysis:* Based on the data, there were decreases in the percent of teachers who perceived they were provided "modeling and varied learning opportunities," as instructional strategies as a result of the PD. Based on the survey data, "modeling" appears to rate the highest response from teachers. This may be the result of training primarily focused on modeling strategies. The SSIP Core Team agrees that this Performance Indicator has not been met and professional development will continue to be monitored to ensure PD is effectively provided. Data will continue to be collected and reported.

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**Professional Development:** B: *Establish a Professional Development and Technical Assistance Structure that include components for effective PD and TA*

### SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

**B1.1 Evaluation Question (10):** As a result of TA provided, to what extent did the special education teachers increase their knowledge and skills in developing, reviewing and revising appropriate IEPs?
- **Performance Indicator (16)**: 100% of teachers who perceive their knowledge and skills in developing, reviewing and revising IEPs has increased.

This evaluation question and performance indicator are aligned to the *Theory of Action* and the SiMR. An Individualized Education Program (IEP) is the framework that outlines the educational program for students with disabilities. The IEP includes a description of the student's present level of academic and functional performance (PLAAFP) based on a variety of data, annual goals the student is expected to achieve, and the specially-designed instruction the student will need to achieve those goals. It was essential to provide ongoing training on the IEP process to special education teachers and school level IEP teams if we expect students to achieve the SiMR. In the original Evaluation Plan submitted in Phase II, the CNMI did not include a short-term outcome for this activity. A short-term outcome was added in Phase III.

*Data Sources* used to measure the teachers' perception of increased knowledge and skills in the IEP processes are Self-Assessment Post-TA Surveys.

*Data Collection, Measurement and Timeline:* Technical Assistance was provided to Special Education teachers and IEP teams on the IEP process. Training included the roles and responsibilities of IEP team members, how to determine the present level of performance, annual goals, and specially-designed instruction. Training strategies included IEP peer reviews, the "stranger test," coaching and modeling by the facilitator and practice-based opportunities. The baseline Self-Assessment Survey was conducted in the Spring of 2016. The survey focused on the competence level on three indicators: PLAAFP, annual goals, and specially-designed instruction. Teachers were asked to rate their knowledge of PLAAFP, Annual Goals, and Specially-Designed Instruction after the training. The score included the percentage of teachers that related their knowledge level as moderate or high after the training.

*Baseline Data:* Baseline Data was established in SY 2016-2017.
*Progress Data:* Progress Data, post PD survey results, is collected and reported after every PD provided to staff.

**Special Education Teacher Survey Results**

| Baseline Data: 2016-2017 | | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|---|
| **Survey 1: May 2016** | **Survey 2: March 2017** | **Survey 1: November 2017** | **Survey 1: March 2019** | **Survey 1: March 2020** |
| PLAAFP: 25% | PLAAFP: 30% | PLAAFP: 87% | PLAAFP: 100% | PLAAFP: 90% |
| Annual Goals: 13% | Annual Goals 50% | Annual Goals: 50% | Annual Goals: 100% | Annual Goals: 70% |
| Specially-designed Instruction: 13% | Specially-designed Instruction: 30% | Specially-designed Instruction: 87% | Specially-designed Instruction: 63% | Specially-designed Instruction: 70% |

| Average of all components: 17% **Rubric of 1** | Average of all components: 37% **Rubric of 2** | Average of all components: 75% **Rubric of 3** | Average of all components: 88% **Rubric of 4** | Average of all components: 77% **Rubric of 4** |
|---|---|---|---|---|

***Phase III Year 4 Rubric:*** Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 4.

***Phase III Year 4 Data Analysis:*** **For this reporting period, only one training** on the IEP process was provided to special education and general education teachers on the IEP process, and the development of the PLAAFP, Annual Goals, and Specially Designed Instruction. Based on the progress data, the teachers indicated an increase in knowledge and skills in the IEP process specifically on Specially-designed Instruction (SDI) after training and technical assistance was provided with decreases for the PLAAFP and Annual Goals. It is noted that for SY19-20, there are at least one to two new special education teachers. With continued support and opportunities for practice and coaching, the SSIP Core Team are confident the teachers will continue to improve their knowledge and skills in developing and implementing appropriate IEPs. However, on-going, job-embedded professional learning activities must be provided and monitored through review of IEPs and observation of IEP meetings. The data indicates some progress toward achieving the outcome of this activity.

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**Professional Development:** B: *Provide TA to schools on the IEP Process and development of specially-designed Instruction*
**B1.2 Evaluation Question (11):** To what extent did the special education teachers demonstrate competency in delivering specially-designed instruction?
- **Performance Indicator (17)**: 100% of SPED teachers demonstrate competency in the delivering instruction that promotes equitable, supported, and active learning.

This evaluation question and performance indicator are aligned to the *Theory of Action* and the SiMR. An Individualized Education Program (IEP) is the framework that outlines the educational program for students with disabilities. Specially-designed instruction is what allows the student to benefit from the general education curriculum and make advancements in reading proficiency to achieve the SiMR.

***Data Sources*** used to measure progress on this evaluation question was the ELEOT Version 2.0 Items A1, A2, C3 and D3 subcategories.

***Data Collection, Measurement and Timeline:*** The Office of Curriculum and Instruction (OCI) conducts annual Instructional Review Process (IRP) at all schools and in all classrooms. The IRP process uses the ELEOT and Understanding by Design (UBD) plan reviews to rate learning environments of the classrooms. To measure this performance indicator, each teacher observed was rated and assigned a score for each indicator. The average was calculated for the scores for the three schools for reporting on the three ELEOT items:
- **A1**: Learners engage in differentiated learning opportunities and activities that meet his/her needs.

- **A2**: Learners have equal access to classroom discussions, activities, resources, technology, and support.
- **C3**: Learners are supported by their teachers, their peers, and/or other resources to understand content and accomplish tasks.
- **D3**: Learners are actively engaged in the learning activities.

*Baseline Data:* Baseline Data was established in SY 2016-2017.
*Progress Data:* Progress Data, is collected and reported yearly.

**ELEOT Results**

| Trend (Over 3 Years) and Baseline Data SY 2016-2017 | | | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|---|---|
| **SY14-15** A1: 100% A2: 100% C4: 100% **Average: 100%** **Rubric 4** | **SY15-16** A1: 100% A2: 83% C4: 100% **Average:94%** **Rubric 4** | **SY16-17** A1: 100% A2: 86% C4: 100% **Average 95%** **Rubric: 4** | **SY17-18** A1: 47% A2: 80% C4: 91% **Average 78%** **Rubric of 4** | **SY 18-19** A1: 100% A2: 100% C3: 100% D3: 100% **Average:100%** **Rubric 4** | **SY 19-20** A1: 0% A2: 0% C3: 0% D3: 0% **Average: 0%** **Rubric 1** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 1.

*Phase III Year 4 Data Analysis:* Due to uncontrollable circumstances, no observations of special education teachers were conducting during the SY2019-2020. The SSIP Core Team feels this Performance Indicator has been met based on previous years' data. However, as part of the State Level activities, the OCI will continue to observe classroom environments to ensure fidelity and report the observation results to the school principals. The data however will no longer be reported in the SSIP.

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**Professional Development:** B: *Establish a Professional Development and Technical Assistance Structure that include components for effective PD and TA*
**B1.3 Evaluation Question (12):** As a result of professional development, technical assistance, and coaching support, to what extent do students with disabilities have access to evidence-based core reading instruction and supports?
- **Performance Indicator (18)**: 100% of IEPs include PLAAFPs that are based on current data and specially-designed instruction and annual goals that reflect the general education curriculum, and accommodations provided so students can benefit from the instruction.

This evaluation question and performance indicator are aligned to the *Theory of Action* and the SiMR. An Individualized Education Program (IEP) is the framework that outlines the educational program for students with disabilities. IEPs must include a description of the student's present level of academic and functional performance based on a variety of data sources, annual goals the

student is expected to achieve, and the specially-designed instruction the student needs to achieve the goals.  These components must be present in the IEP along with other requirements.

***Data Sources*** used were IEPs completed in SY 2019-20 from the target schools.

***Data Collection, Measurement and Timeline***: IEP file reviews were conducted by the PSS and the Part B Data Manager and data clerk.  The IEP file review looked at three selected components described below, as these were the areas determine to be in need of improvement.

- *Present Level of Academic Achievement and Functional Performance*
  Gap Analysis of Present Level of Performance Indicator 1: The IEP uses comprehensive general education-driven assessments and benchmark to isolate and target specially-designed instruction to address missing concepts, skills or strategies that assist students in making progress in general education.

- *Annual Goals*
  IEP Goals & Objectives Indicator 2: IEP goals and objectives detail specific conditions for learning statement of how the student will demonstrate learning, and performance measure that is relevant to this demonstration of learning.

- *Specially-Designed Instruction*
  Levels of Support: Supplemental Instruction, Accommodations, Modifications Indicator 1: Based on the gap analysis and areas of needed, direct supplemental instruction is designed to address missing skills, concepts, or strategies that will assist the student in participating and making progress in the general education curriculum.

The reviewers used a rubric that was related to each of the components above.  Each IEP was rated according to the rubric.  IEPs that rated 3 or 4 were divided by the total number of IEPs reviewed.
- 1 Unacceptable (Has none of the elements)
- 2 Emerging (Has one of the elements)
- 3 Progressing (Has two of the elements)
- 4 Promising Practice (Has at least three of the elements)

***Baseline Data:***  Baseline Data was established in SY 2016-2017.
***Progress Data:***  Progress Data, will be collected and reported yearly.

**IEP File Reviews**

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| PLAAFP: 44% (12/27) **Rubric 2** | PLAAFP: 100% (27/27) **Rubric 4** | PLAAFP: 30% (8/27) **Rubric 2** | PLAAFP: 59% (16/27) **Rubric: 3** |
| Annual Goals: 74% (20/27) **Rubric 3** | Annual Goals: 67% (18/27) **Rubric 3** | Annual Goals: 26% (7/27) **Rubric 2** | Annual Goals:15% (4/27) **Rubric: 1** |
| SDI: 57% (15/27) **Rubric 3** **Average Rubric 3** | SDI: 7% (2/27) **Rubric 1** **Average Rubric 3** | SDI:  3.7% (1/27) **Rubric 1** **Average Rubric 1** | SDI: 7% (2/27) **Rubric 1** **Average Rubric 2** |

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

***Phase III Year 4 Rubric:***  Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data rated the PLAAFP a rubric of 3, the Annual Goals a rubric of 1, and SDI a rubric of 1.

***Phase III Year 4 Data Analysis:***  Based on the file review data, there is a significant increase for the development of the PLAAFP with a significant decrease for Annual Goals  and a slight increase for Specially-designed Instruction from the previous year's progress data.   The SSIP Core Team engaged in lengthy discussions to drill down the data to determine the root cause for the increase and  decreases in the number of IEPs that were rated "progressing" and "promising practice."   As per last year's report recommendations, the reviewers met to review an IEP to establish inter-rater reliability.  The SSIP Core Team agrees this Performance Indicator has not been met and remains a high area of focus.   It is recommended that on-going, job-embedded professional learning opportunities continued to be provided to both the general and special education teachers.  In addition, it is recommended that observations be made of IEP meetings to determine additional root causes for the development and revision of IEPs.  IEP files will continue to be reviewed and the data will continue to be reported.

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**Professional Development:**  B2: *Implement Coaching and Modeling in K to 3rd Grade*
**B2 Evaluation Question (13):**   To what extent is coaching implemented in the schools?
- **Performance Indicator (19**):  100% of target schools have literacy coaches assigned to their schools.
- **Performance Indicator (20):** 100% of the school's coaching structure is in line with what is considered best practice for coach to teacher ratio.
- **Performance Indicator (21):** 100% of the teachers report that their instructional practices improved over time due to the literacy coaching received.

This evaluation question and performance indicators are aligned to the *Theory of Action* and the SiMR.  The intended outcome for this activity was to employ literacy coaches, to implement a literacy coaching structure with standard operating procedures (SOP), and to assign literacy coaches to all target schools.  To date, literacy coaches have been hired and assigned to all elementary schools and the coaching SOP has been piloted and implemented.

***Data Sources*** used to evaluate the Performance Indicators 19 and 20 are the literacy coach FTE assignments and coach to teacher ratios.
***Data Source*** used to evaluate Performance Indicator 21 was the Literacy Coaching Implementation Survey disseminated to K-3 teachers by the Office of Accountability, Research, and Evaluation (ARE).

***Data Collection, Measurement and Timeline:  Performance Indicators 19 and 20***
As of February 2019, an FTE listing of Literacy Coaches by school was reviewed as well as the number of Literacy Coaches to teachers' assignments per school to determine Coach to Teacher ratio. The recommended ratio is 1:10.

***Data Collection, Measurement and Timeline***: ***Performance Indicator 21***
The survey, conducted in February of the year, consists of two sections, Implementation and Satisfaction with the coaching delivered to the teachers.  The Implementation section has seven

(7) items and the Satisfaction section consists of three items. The second item of the Satisfaction component of the survey was used to establish Baseline Data and to report progress for this indicator: *How satisfied are you with the improvement of your instructional practices as a result of the support provided by the Literacy Coach?*

***Baseline Data:*** Baseline was established in SY 2016-2017.
***Progress Data:*** Progress Data is collected and report yearly.

**Coach FTE and Ratio**

| Performance Indicators | SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|---|
| **Performance Indicator 19** Coach FTE | (3/3) or 100% **Rubric 4** | (3/3) or 100% **Rubric 4** | (3/3) or 100% **Rubric 4** | (3/3) or 100% **Rubric 4** |
| **Performance Indicator 20** Ratio | (2/3) or 66% **Rubric 3** | (1/3) or 33% **Rubric 2** | (3/3) or 100% **Rubric 4** | (3/3) or 100% **Rubric 4** |
| **Performance Indicator 21** Teacher Improvement Over Time | | Baseline Data: March 2018 (49/73) or 67% **Rubric 3** | Progress Data March 2019 (64/99) 65% **Rubric 3** | Progress Data March 2020 (59/78) 76% **Rubric 4** |

***Phase III Year 4 Rubric:*** Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data for Indicators 19, 20, and 21 are rated a rubric of 4.

***Phase III Year 4 Data Analysis: Indicator 19 and 20:*** The data indicates that all of the elementary schools have literacy coaches assigned to K to 3rd grades, (9/9) or 100%. All of the target schools (3/3) have a teacher to coach ratio of no more than 1:10. Of the remaining scale up elementary schools, 6 of 6, have also achieved a ratio of no more than 1:10 ratio. The Office of ARE continues to monitor the coach assignments, as well as coach performances with support from the school principals.

***Phase III Year 4 Data Analysis: Performance Indicator 21:*** Based on the data, of the 78 teachers who filled out the survey, 59 or 76% were either satisfied or very satisfied with their improvements in instructional practices as a result of the support provided by the Literacy Coach. The SSIP Core Team agrees this Performance Indicator has not been met and remains a high priority area for continued monitoring. Literacy Coaching is an evidence-based practice implemented in the schools to improve reading outcomes for students in K to 3rd Grade. The current data available indicates that Literacy Coaching with fidelity has not been established to date.

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**Collaboration:** C: *Implement a collaboration structure in the schools between general education and special education*
**C1 Evaluation Question (14):** To what extent does collaboration occur at the school level between general education and special education?
- **Performance Indicator (22)**: 100% of the collaborative meetings occur between general education and special education. Collaboration is defined as: Participation, Level of

Engagement, and Topic of Discussion. For this report, only the Participation data is reported.

This evaluation question and performance indicator are directly aligned to the *Theory of Action* in that collaborative planning with all instructional stakeholders ensures the student is provided a learning environment that is designed by all providers to best meet the needs of the student. The principal activity was to design and implement a purposeful and intentional process to facilitate collaboration between general education teachers and special education teachers that focuses on student academic and behavior data and instructional planning together. The collaborative meeting structure was initiated in late Fall 2016 and continues through 2018-2019.

*Data Sources* used to report baseline and progress data are PLC Observation Forms, PLC Meeting agenda, participants' list, and meeting minutes.

*Data Collection, Measurement and Timeline:* The principals or their designee observe and collect data on at least one observation per month per grade level per school. The principals report the (I) Participation, as the number of meetings observed with General Education and Special Education teachers present at the meeting. The number is divided by the total number of observations to obtain a score.

*Baseline Data:* Baseline was established in SY 2016-2017.
*Progress Data:* Progress Data is collected and report yearly.

**PLC Meeting Observations: Participation**

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| Participation: 64% (9/14) **Rubric 2** | Participation: 85% (11/13) **Rubric 3** | Participation: 89% (8/9) **Rubric 3** | Participation: 77% (34/44) **Rubric 3** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 3.

*Phase III Year 4 Data Analysis:* The data indicate a significant increase in the number of observations. However, the participation in the percent of PLC meetings where both general education and special education teachers were present at the meeting decreased by 12%. The SSIP Core Team agrees this indicator has not been met and will continue to be monitored in order to ensure the PLC meetings are job embedded, collaborative, content focused and active as opposed to a focus on compliance. PLC data will continue to be collected and reported in the SSIP.

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**Accountability:** D1: Improve School Wide Plan Process to include SSIP Improvement activities and the allocation of resources for all learners
**D1 Evaluation Question (15):** To what extent do SWPs include resources allocated to subgroups of learners?

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

- **Performance Indicator (23)**: 100% of SWPs include resources dedicated to struggling learners in K to 3rd grade base on STAR EL/SR reading performance for students with an IEP.

This evaluation question and performance indicator are aligned to the *Theory of Action* and SiMR. The School Wide Plan (SWP) is a comprehensive school improvement plan developed by school stakeholders and is based on school data. The SWP aligns school improvement activities to the CNMI PSS Strategic Priorities and should describe resources allocated to implement the activities. It is the system's school improvement process to ensure each school is accountable to stakeholders for ongoing improvement and the school level improvement activities are implemented with fidelity and aligned across all programs.

*Data Sources* used to evaluate this performance indicator were SY 2018-2019 SWPs and a review checklist list developed by the SSIP Core Team.

*Data Collection, Measurement and Timeline:* The ARE Office reviews the SWPs of the schools to determine if the SWPs included disaggregated academic data of students with IEPs and English Language Learners (ELL) and allocations of resources for students based on the data. For SSIP reporting, an average of the ratings of the three schools was used to determine level of evidence in SWPs.

The Scoring Criteria for this Performance Indicator is:
- (1) 1.0 – 1.9 = Not Evident
- (2) 2.0 – 2.9 = Somewhat evident
- (3) 3.0 – 3.9 = Evident
- (4) 4.0 – 4.9 = Very Evident

*Baseline Data:* Baseline was established in SY 2016-2017.
*Progress Data:* Progress Data is collected and report yearly.

*School Wide Plans (SWPs)*

| SY 2016-2017 Baseline Data | SY 2017-2018 Year 2 Progress Data | SY 2018-2019 Year 3 Progress Data | SY 2019-2020 Year 4 Progress Data |
|---|---|---|---|
| Average Rating of 2.3 Somewhat Evident **Rubric 2** | Average Rating of 2.9 Somewhat Evident **Rubric 2** | Average Rating of 4 Very Evident **Rubric 4** | Average Rating of 4 Very Evident **Rubric 4** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data is rated a rubric of 4.

*Phase III Year 4 Data Analysis:* The data indicates consistent results in the rating of SWPs from Somewhat Evident to Very Evident in SY2019-2020. The data shows that the SWPs of the target schools incorporated academic and behavioral data of all students including data of students with IEPs and ELL. It also shows the schools used their SWPs to allocate resources to specific activities in order to meet the improvement outcomes for students with disabilities as well as other subgroups of students. The SWP review process has improved significantly over time to ensure all schools are accountable to all students including students with IEPs and ELL. The process is more focused

on explicit activities and goals directly related to student improvement. The SSIP Core Team agrees this Performance Indicator has been met and will remain a high priority for continued monitoring.

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**Monitoring:** E: *Improve the Instructional Review Process to include observations of learning environments of students with an IEP*

**E1 Evaluation Question (18):** To what extent does the Instructional Review Process impact instructional practices at the school and classroom level?

- **Performance Indicator (**24): Schools will obtain an overall ELEOT score of 3.5 or higher.

This evaluation question and performance indicator are aligned to the *Theory of Action* and the SiMR. The Instructional Review Process (IRP) is the primary monitoring mechanism to ensure learning environments are supportive and engaging and activities are implemented with fidelity based on student data.

*Data Sources*: ELEOT Rating Tool and IRP reports for each school. Two items on the ELEOT are to be used to measure the indicator:

- **A2: Equitable Learning Environment:** *Learners have equal access to classroom discussion, activities, resources, technology, and support.*
- **C3: Supportive Learning Environment:** *Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.*

*Data Collection, Measurement and Timeline*: The IRP was conducted in late Fall 2017. SSIP Core Team used two items on the ELEOT to measure the extent of this performance indicator, the average of the 2 indicators (A2 and C3) and averaged the rating for all schools.

*Scoring Criteria and Rubrics:*
1= *1.0-1.9 (Not Evident)*
2= *2.0-2.9 (Somewhat Evident)*
3= *3.0-3.9 (Evident)*
4= *4.0-4.9 (Very Evident)*

*Baseline Data:* Baseline was established in SY 2016-2017.
*Progress Data:* Progress Data is collected and report yearly.

**Impact of Instructional Review Process on Instructional Practices**

| SY 2016-2017 Baseline | SY 2017-2018 Year 2 Progress | SY2018-2019 Year 3 Progress | SY 2019-2020 Year 4 Progress |
|---|---|---|---|
| 3.33 **Rubric 3** | 3.1 **Rubric 3** | 3.50 **Rubric 3** | 3.20 **Rubric 3** |

*Phase III Year 4 Rubric:* Based on the established Scoring Criteria and Rubric, the Phase III Year 4 progress data for this indicator is rated a rubric of 3.

## SSIP Phase III Year 4: (C1) Data on Implementation and Outcomes

***Phase III Year 4 Data Analysis:*** There was a slight, insignificant decrease from the SY2018-2019 to the SY2019-2020. This observation data demonstrates that all learners, including students with disabilities, have equal access to classroom discussion, activities, resources, technology, and are supported by their teachers and peers in order to understand the content and accomplish tasks. The SSIP Core Team agrees that this Performance Indicator has not been met consistently. The OCI will continue classroom observations and monitoring the instructional environment of all students and results will continue to be reported. This Performance Indicator remains a high priority for continued monitoring.

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**Scaling UP:**
**E2 Evaluation Question (20)**: To what extent is PSS preparing to scale up systemic improvement activities across schools?
- **Performance Indicator (25)**: By Fall 2017, all students in remaining six elementary schools will be screening in accordance with the Standard Operating Procedures (Participation and Fidelity)
- **Performance Indicator (26)**: By Fall 2017, *Journeys Common Core Reading Curriculum* will be fully implemented in all Elementary schools.

Phase III Year 4 Progress Data:
**Performance Indicator (25):** Beginning SY 2018-2019, all elementary schools have implemented universal screening in accordance with the approved the Standard Operating Procedures (SOP). Principals of the target schools were assigned to coach and mentor the principals of the scale up schools on the screening SOP in order to ensure the screening is implemented systematically with fidelity in all schools.

**Performance Indicator (26):** Beginning SY 2018-2019, all schools have implemented *Journeys Reading Curriculum* in all grades K to 5. Fidelity observations, conducted by OCI, are ongoing.

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*How the PSS has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR*

In Phase III Year 4, PSS schools continued to collect, analyze, and report data on activities that were implemented throughout the year, including secondary screening data used in Summary Statements 1 and 2. The *Evaluation Plan Matrix*, included as Appendix D, provided an organized manner to lay out all the evaluation questions and performance indicators and report the data for the activities that were implemented. Most importantly, it was during this process of reviewing and analyzing data for certain activities that the SSIP Core Team, with input from School Implementation Teams, were able to identify the key activities and evaluation questions that have the most impact on achieving the SiMR. Although all of the implementation activities are relevant and have an impact on the SiMR, there are several activities with key quantitative data points that provide evidence regarding progress toward achieving intended improvements to infrastructure

and the SiMR. Discussed below are the quantitative and qualitative key data that provide evidence to achieving the SiMR.

**Quantitative and Qualitative KEY Data**

Data generated from the improvement activities were reviewed and analyzed to determine if the data was considered quantitative or qualitative and if the data is key to providing evidence regarding progress towards achieving the intended improvements and the SiMR. Based on that review, the SSIP Core Team agreed that data which answers evaluation questions of two activities; (1) the implementation of universal screening in K to 3rd grade and (2) the implementation of an evidence-based reading curricula in K to 3rd grade, were considered key to measuring progress toward achieving the SiMR.

**Evaluation Questions** that generated the key data were:
1. To what extent is the universal screening program is implemented with fidelity?
2. To what extent is reading program implemented with fidelity?
3. To what extent do the teachers demonstrate competence in teaching the essential components of reading?
4. To what extent do students with disabilities have access to evidence-based core reading instruction and supports?
5. To what extent is Literacy Coaching implemented with fidelity?

**(1) Implementation of Universal Screening:**

*Quantitative Data:*
- The number and percent of **all students** and students **with an IEP** who were screened with the STAR Early Literacy or STAR Reading (Participation Rate)
- The number and percent of students with disabilities who demonstrated growth (moved performance levels but did not reach benchmark and the number and percent of students who did)
- The number and percent of **all students** and **students with an IEP** who were at or above benchmark
- The number and percent of all students and students with an IEP making academic growth over time
- The number and percent of teachers who administer the STAR EL/SR tests with fidelity
- Comparisons between participation rates of all students and students with an IEP

**(2) Implementation of Reading Curriculum**

*Quantitative Data:*
- The number and percent of IEPs that score a 3 or higher on the IEP File Review Rubric
- The number and percent of teachers who score a 3 or higher on the *Journeys* Classroom Observation Fidelity form
- The number and percent of teachers who demonstrate competency in teaching reading as a result of professional development and coaching
- The number and percent of teachers who report Literacy Coaching has resulted in changes to their instructional practices

*Evidence of Change to Baseline Data for Key Measures*

The Key Measures and changes to baseline data, based on Phase III Year 3 progress data is discussed in the Data Analysis of Section C. The analysis includes a description of any increases or decreases in the data from the baseline and possible reasons for the change if the data demonstrate decreases in performance from the baseline. There were several Key Measures that showed a decrease in performance from baseline data. The SSIP Core Team, with school level stakeholders, spent considerable time reviewing the data and possible contributing factors to the decrease, also discussed in each activity strand discussed earlier. For most activities, this is only the third year of implementation. It will take a few more years of implementation data to show growth.

*How Data Support Changes That Have Been Made to Implementation and Improvement Strategies*

In Phase III, an example of how data supported changes to the improvement strategies was the screening data on the number and percent of students who were tested that indicated that there were a number of students who did not or could not participate in the STAR assessments. Based on this data, the *standard operating procedures* were revised after Screening 2 to include procedures to be used to account for all students, including designing an alternative means to gather information on students who are not able to take the STAR assessment.

In Phase III Year 3, an example of how data supported changes to the implementation and improvement strategies was the collection, analysis and reporting of secondary screening data. In order to show student academic growth, it was necessary to report the number and percent of students who moved closer to benchmark from one screening to next but did not reach benchmark and the number and percent who did reach benchmark.

The Instructional Review Process has been revised to include specific observations of learning environments of students with disabilities based on the observation data that indicate a high percentage of equitable learning environments that do not correlate to student performance. After intense training was provided to the Office of Curriculum and Instruction (OCI) on observing for fidelity, progress data indicate a more accurate picture of learning environments of students with disabilities and the access to evidence-based instructional practices.

The observation data on *Journeys* implementation with fidelity created changes to the implementation strategies. Based on the initial fidelity observation data, the stakeholders (principals and teachers) revised the observation form to clearly define the observable indicators and revised the SOP observation cycles.

*How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path*

Although the CNMI does not plan to modify the outcomes or the SiMR at this time, additional performance indicators were added to the evaluation plan: Performance Indicators 12.1 and 13.1. Given three years of screening data, the SSIP Core Team, with input from the school level

stakeholders, felt it was important to determine if students were making significant progress towards the SiMR and closing the reading gaps. To do this, the screening data of individual students was reviewed and analyzed to determine the number and percent of students who moved performance levels but did not reach benchmark and the number and percent of students who did achieve, maintained, or exceeded benchmark. The CNMI will continue to report the number and percent of 3rd grade students with IEPs who are at or above reading proficiency on the ACT Aspire and the Multi-State Alternate Assessment. Growth data was not available at the time the SiMR was submitted. Section C2 of this document is a detailed description of how the CNMI collects and reports STAR data to demonstrate how the SSIP is on the right path to improving results for all students.

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

Phase III Year 3 was primarily about data collection, analysis and reporting on the improvement activities implemented in the classrooms, at school or district level. The original intent in SSIP Phase I was to have one primary stakeholder group whose responsibility was to ensure stakeholders were involved in the decision-making processes at all levels in regard to policies, procedures or practices that affect the PSS. In Phase II, it was decided that there needed to be various levels of "stakeholder" groups to address the identified needs at the various levels of SSIP implementation and evaluation. It was not practical or best practice to limit the "stakeholders" to one primary group of individuals. The decision makers needed to be different groups relevant to the decisions that needed to be made at the classroom, school, and district level. Currently, there are stakeholder groups that are involved at an information sharing level such as the Parent Teacher School Association (PTSA) summits. The summits are designed to share with the community PSS initiatives, school and district improvement plans, budgets, legislative matters, and to gather general feedback on some issues that affect PSS. School level community stakeholders work more closely with the school leadership to exchange ideas, prepare and plan school budgets, review school performance data, offer suggestions and support school events that focus on increasing parent engagement. At the school/community level, SSIP activities, as well as school wide improvement plans are discussed at PTSA meetings, at parent teacher conferences, and advisory panel meetings. Discussions include how PSS uses assessment data for school wide improvement plans and funding purposes, how the school plans professional development and training, and how the school plans instructional initiatives.

At the district level, the stakeholders are primarily the principals, program managers, key management, members of the Board of Education subcommittees, and PTSA representatives made up of PTSA officers. Progress on the SSIP activities and scaling up plans are the primary focal points of discussion at these types of networking opportunities. It is at this level that stakeholders use the infrastructure to exchange information with each other, gather feedback that is relevant to the issue at hand, and provide broad suggestions for action.

The primary stakeholders in Phase III Year 4 were the school level implementation teams and the district level teams responsible for monitoring fidelity of the evidence-based practices, evaluating the implementation of improvement activities and outcomes, and reporting results to key management. The school level implementation teams are most often a core group of individuals

(teachers, literacy coaches, Title I teachers, counselors, and administrators) who work together and take joint action on an issue.  The stakeholders provide input and feedback on processes, procedures, and practices that have resulted in revisions to standard operating procedures (SOP) that don't make sense, schedules that conflict with other events, and procedures that are redundant. It is the core group who facilitate parent engagement at the school level and gather relevant feedback for school improvement plans including SSIP improvement activities.  School level implementation teams are involved in the preparation of SWPs, school budgets, and school initiatives. At the school level, SSIP implementation activities are discussed at staff meetings, data dialogues, PLCs, and instructional planning sessions.

## Data Discussions and Visuals for A1, A2.2 and A2.3 Related to Universal Screening Data

### Description of Secondary Data

The CNMI PSS adopted the Renaissance Learning STAR Early Literacy and STAR Reading as its universal screening tool. STAR Early Literacy and STAR Reading are web-based screening tools. The SSIP Phase III Year 4 Report describes the data collection, analysis, and progress results of the screenings implemented beginning in SY2017-2018 and continuing through SY2019-2020. SY2018-2019 is included because SSIP Phase III Year 3 Report did not include data from screening #3. This secondary data report includes the following:

- Universal screening participation rates for all students and for students with an IEP;
- Universal screening proficiency rates (percent of students at or above benchmark); and
- Universal screening academic growth from one screening period to another that reflects any improvement in scaled score.

### Historical Context of Universal Screening

As part of the SSIP Implementation plan, one of the coherent strategies was to implement a universal screening program for reading. The screening tool was selected using the *The Hexagon Tool: Exploring Context* developed by the National Implementation Research Network. Renaissance STAR Early Literacy and STAR Reading was selected in March 2016 and targeted for implementation at the start of the SY2016-17. Screenings have been conducted since August 2017. From SY2016-17 to SY2019-20, teachers were provided training either on-site by Renaissance or through Ren U which is a part of the subscription for the screener. The provision of continuous professional development to teachers and school level stakeholders is to ensure reliability and validity of the screening data and ensure proficiency in administration, analysis, interpretation, and use of the screening data.

In order to support a systemic implementation of the universal screener, Standard Operating Procedures (SOP) are updated annually and disseminated to teachers as stakeholders and consumers of the SOP. The SOP requires that all students be screened during the scheduled screening periods including students who are not able to be screened using the Renaissance STAR Early Literacy or STAR Reading. The SOP is a living document and continues to be reviewed and revised as necessary to ensure fidelity of the screening procedures. At least once a year, the school administrator and/or literacy coach observes the teachers assigned to administer the screener for fidelity in the implementation of the universal screening tool using checklists developed by Renaissance. The SOP continues to be implemented and revised as necessary to ensure fidelity of the screening procedure.

### Data Collection

As reported in SSIP Phase III Year 3 Report, the three target schools continue to maintain an excel file to enter and maintain their data electronically in Google Sheets. The worksheet included data for both STAR Early Literacy (Kinder & 1st) and STAR Reading (2nd & 3rd). The data collection file included the following information for each screening period by grade level:

➢ Total number of students enrolled
➢ Total number of ALL students screened with the school

- ➢ Total number of students not tested
- ➢ Number/Percentage of students falling within the following proficiency levels:
  - o At or above benchmark
  - o On Watch
  - o Intervention
  - o Urgent Intervention
- ➢ Disaggregation of above data by students with an IEP

Upon completion of the screening period, the results (based on STAR Early Literacy and STAR Reading reports) are entered in the excel worksheet maintained on Google Sheets. *A student is determined to be at or above benchmark if the student performs at or above the 40th percentile. Renaissance Early Literacy and STAR Reading also reports performance by scaled scores. However, the scaled score varies from grade level to grade level.*

## Data Collection Schedule

Similar to what was reported in SSIP Phase III Year 3, the data continues to be collected upon completion of each screening period and upon completion of at least two screening periods to determine academic growth.

## Data Analysis

For the SSIP Phase III Year 4 Report, the following analysis was conducted for each screening period for all three target schools and grade levels and by grade level combined for each of the target schools.

Step 1. Determine the total number of students enrolled and total screened for each of the three schools. Determined the combined total for students enrolled and screened.

Step 2. Determine the combined percent of total number of students screened for the three schools combined by dividing the total number screened by the total number enrolled and multiplying by 100.

Step 3. Determine the number of students performing at the following proficiency level for each school: At or Above benchmark. Determine the combined total for all three schools.

Step 4. Determine the combined percent of students performing at or above benchmark by dividing the combined total of students at or above benchmark by the combined total of students screened and multiplying by 100.

Step 5. Steps 1 through 4 procedures were similarly applied to students with an IEP.

## Data Analysis Schedule

The data analysis schedule mirrors the data collection schedule prior to submission to district office.

## Discussion on Results of Data

The data used to determine scoring on the *Evaluation Plan Matrix* included addressing the two major areas of the screening: Participation and Proficiency rates. The data analysis section describes the method of determining the two rates.

Participation Rates

The participation rate continues to be determined using the Data Analysis steps described in the Data Analysis section of this report. The participation rate for both methods is described in the Data Analysis section.

Participation and Proficiency Results by Screening Period for ALL Students

Figure 1 below displays the participation and proficiency data for all students by screening period. Screening #2 is used as the progress data in comparison with the baseline data. Participation rate for Screening #2 for SY2019-20 remains the same in comparison with the baseline data for SY2016-17 with a participation rate of 99%.

As for the proficiency rates, there was a decrease of three percentage point between the baseline established by SY2016-17 Screening #4 with a proficiency rate of 41% and SY2018-19 Screening #2 with 38%. However, the decrease is not significant.

Figure 1. A1 and A2.3 SY2018-19 and SY2019-20 Universal Screening Participation and Proficiency Rates for **ALL** Students in K – 3rd Grades
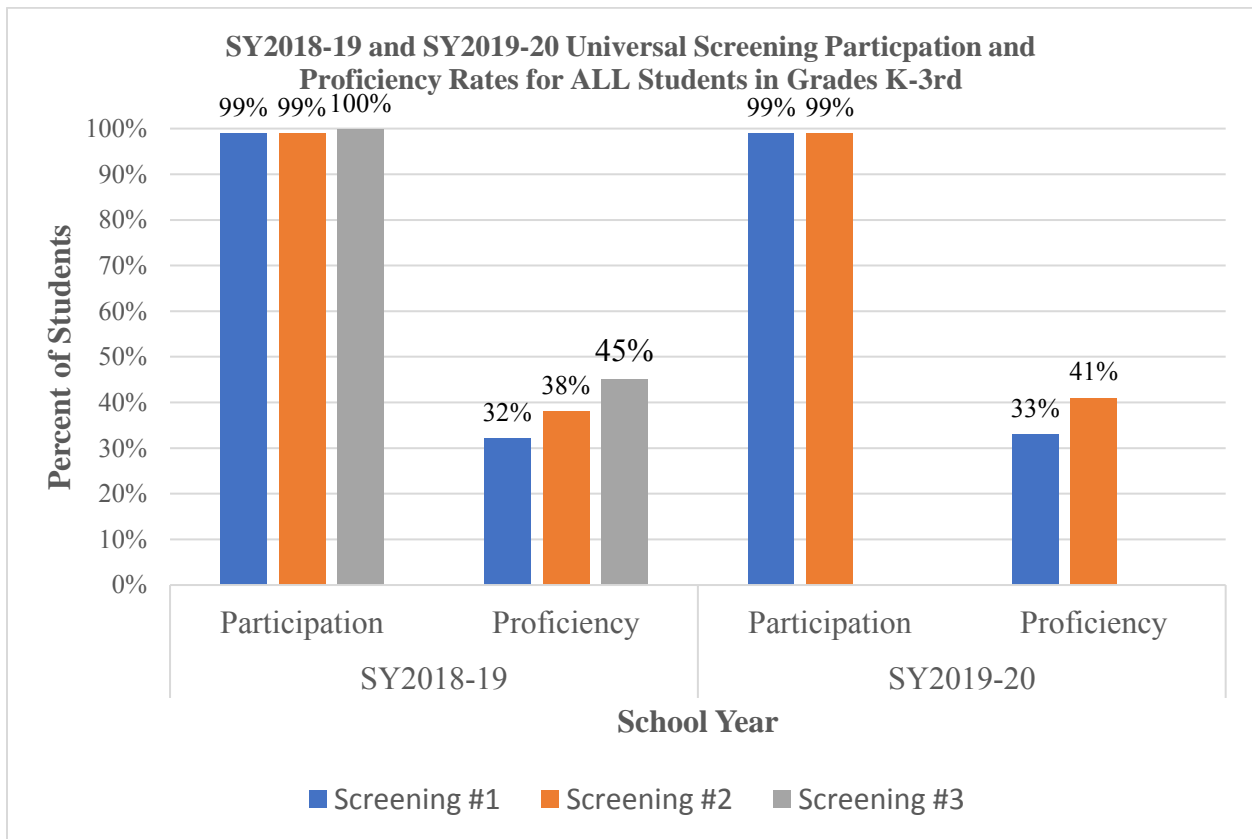


Participation and Proficiency Results by Screening Period for Students with an IEP

Based on the data, the participation rates of students with an IEP are comparable to the rates of All students. Figure 2 below displays the participation and proficiency data for students with an IEP.

As for the proficiency rates (students at or above benchmark), there was a slight decrease from Screening #2 to Screening #3 for SY2018-19. However, when comparing the proficiency rate for SY2018-19 Screening #2 with the baseline data of Screening #4 for SY2016-17, there was a decrease of five percentage points. This may not be considered significant, but it is a drop none the less. The Screening #2 proficiency rate for SY2018-19 increased in comparison with Screening #2 for SY2017-18 and a decrease of five percentage points when comparing the rate to the SY2016-17 baseline rate of 14%. In comparing the SY2019-20 Screening 2 performance with the baseline, there was a decrease of 50%.

Figure 2. A1 and A2.2 Universal Screening Participation and Proficiency Rates for K-3rd
 Students with an IEP



**SY2018-19 and SY2019-20 Universal Screening Particpation and Proficiency Rates for K-3rd Grade Studentswith an IEP**
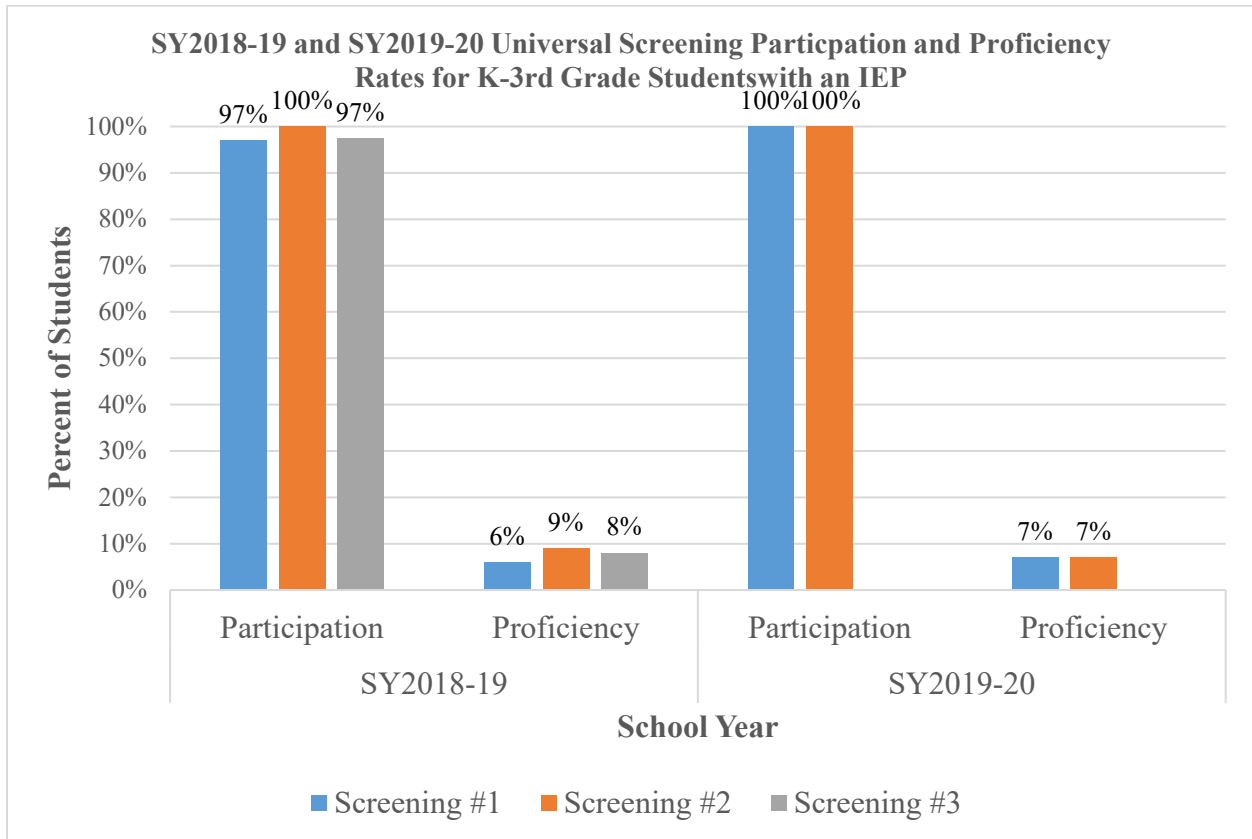
### Comparison of the Participation and Proficiency Rates of ALL Students with Students with an IEP

In comparing the participation rates of ALL K-3rd grade students with the rates of students with an IEP, both groups met the scoring criteria of Level 4 for all screening periods conducted as of the date of this report for SY2018-19 and SY2019-20. The participation rates ranged from 97% to 100%. There were no significant differences between the participation rates of ALL students and the rates of students with an IEP. However, a review of the proficiency rates (students at or above benchmark) by screening periods for both SY2018-2019 and SY2019-2020 provides clear evidence there is a wide gap between the proficiency rates of ALL students and students with an IEP. The visual display is provided in Figure 3 and Figure 4.

Figure 3. Comparison of universal screening participation rates of ALL students and students with an IEP in grades K-3rd.



**Comparison of the Universal Screening Participation Rate of ALL Students with Students with an IEP for SY2018-19 and SY2019-20 in Grades K-3rd**
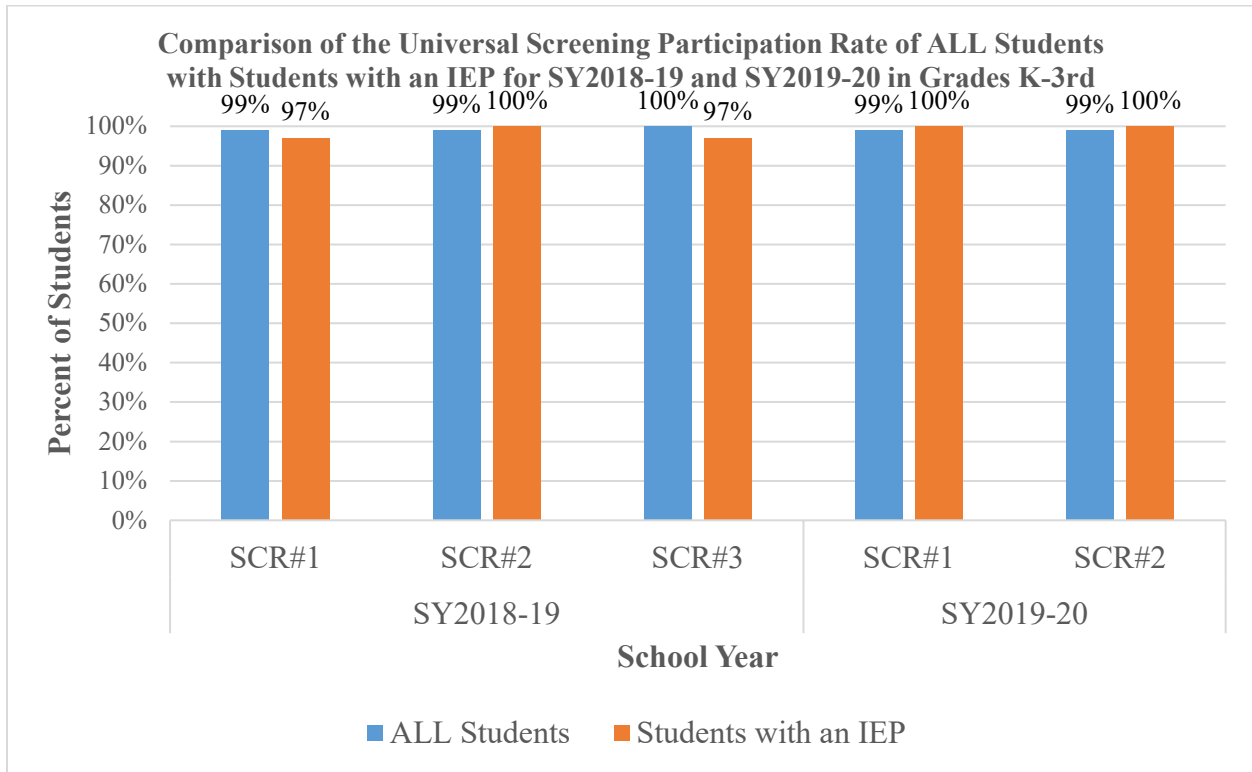
Figure 4. Comparison of universal screening proficiency rates of ALL students and students with an IEP



**Comparison of the Universal Screening Performance for ALL Students with Students with an IEP for SY2018-19 to SY2019-20**
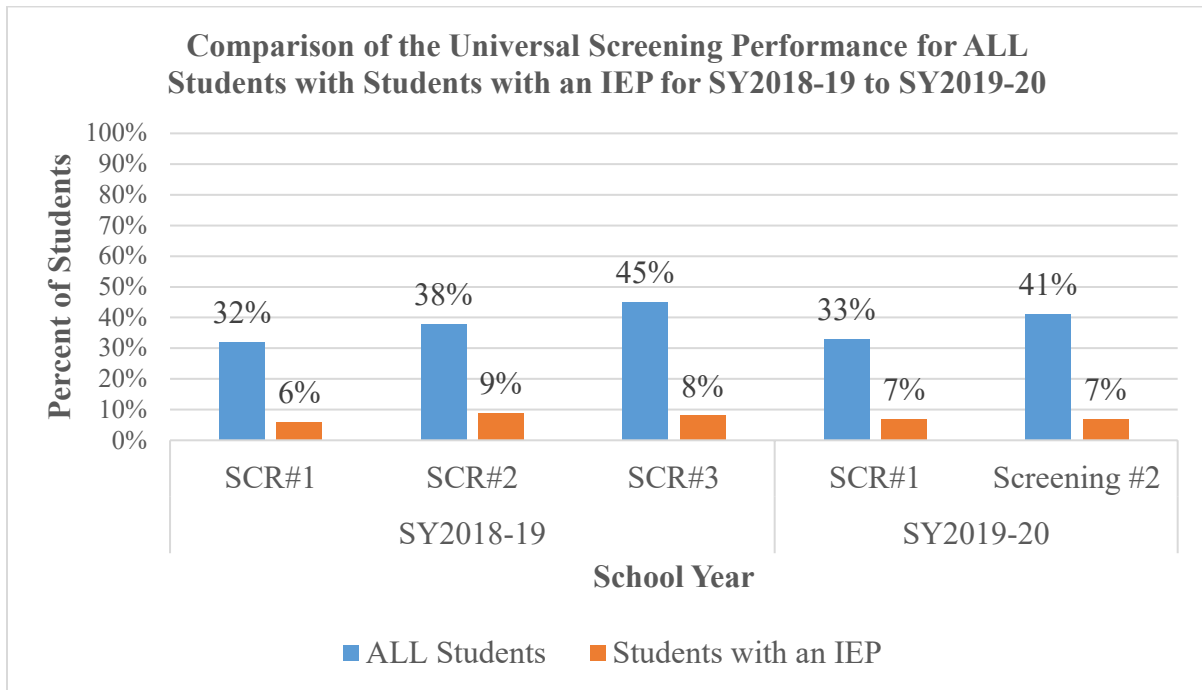
Academic Growth Data for ALL Students for Screening #1 to Screening #3 for SY2018-19 and for Screening #1 to Screening #2 for SY2019-2020

For this reporting period, the SSIP Core Team, with school level stakeholder input, continued to measure and report student academic growth over time. The CNMI SSIP team utilized the Early Childhood Technical Assistance Center (ECTAC) Progress Categories and Child Outcomes Summary Statements with adaptations to reflect outcomes for school-age students using the Star Early Literacy and Star Reading screening results. Five improvement levels (adapted ECTAC Progress Categories) were discussed and agreed upon starting in SY2017-18 and continued for SY2019-2020:

a = No improvement
b = Improvement, but not close to benchmark
c = Improvement, close to benchmark
d = Improvement to benchmark
e = Maintained or exceeded benchmark

Based on the levels above, Summary Statement #1 and #2 were established to report the percentage of students achieving growth.

Summary Statement #1: b + c/ (a+b+c+d)
The number of students with improvement but not close to benchmark (b) plus the number of students with improvement close to benchmark (c) divided by the number of students with no improvement (a) plus the number of students with improvement but not close to benchmark (b) plus the number of students with improvement close to benchmark (c) plus number of students reaching benchmark (d).

Summary Statement #2: d + e/ (a+b+c+d+e)
The number of students reaching benchmark (d) plus number of students maintaining or exceeding benchmark (e ) divided by the number of students with no improvement (a) plus the number of students with improvement but not close to benchmark (b) plus the number of students with improvement close to benchmark (c) plus number of students reaching benchmark (d) plus number of students maintaining or exceeding benchmark (e ).

For this reporting period, the academic growth data for all students for SY2018-19 Screening #1 to Screening #3 and for SY2019-20 Screening #1 and #2 is displayed in Figure 5. The SY2018-19 data reflects the growth for the full instructional year. Figure 5 also includes the growth data for Screening #1 to Screening #2 for SY2019-20 for ALL students in grades K-3rd. SY2018-19 Summary Statement #1 for Screening #1 to #3 indicates that 66% of all students made some level of improvement while Summary Statement #2 resulted in 48% achieving benchmark or maintaining or exceeding benchmark. Summary Statement #1 for Screening #1 to #2 for SY2019-20 indicates that the screening #1 results are comparable with the screening #1 results for SY2018-19. The results of SY2019-20 for Summary Statement #2 indicate a 7% increase when comparing the results to the SY2018-19 for Screening #1 to #2. For SY2018-19, Summary Statement #1 indicates that 66% of the students increased in scaled scores but did not achieve benchmark or came close to benchmark. This was a five percentage points difference from the data for SY2017-

18 for Screening #1 to Screening #3. SY2018-19 Summary Statement #2 increased by nine percentage points when comparing to Summary Statement #2 for SY2017-18. For SY2019-20, no data is available for determining growth between Screening #1 and #3 as Screening #3 will not occur until May 2020.

Figure 5. A2.3 Percent of **ALL** K-3rd Grade Students with Increased Scaled Score for SY2018-19 and SY2019-20



Percent of ALL K-3rd Grade Students with Increased Scaled Scores for SY2018-19 and SY2019-20 Summary Statement #1 and #2
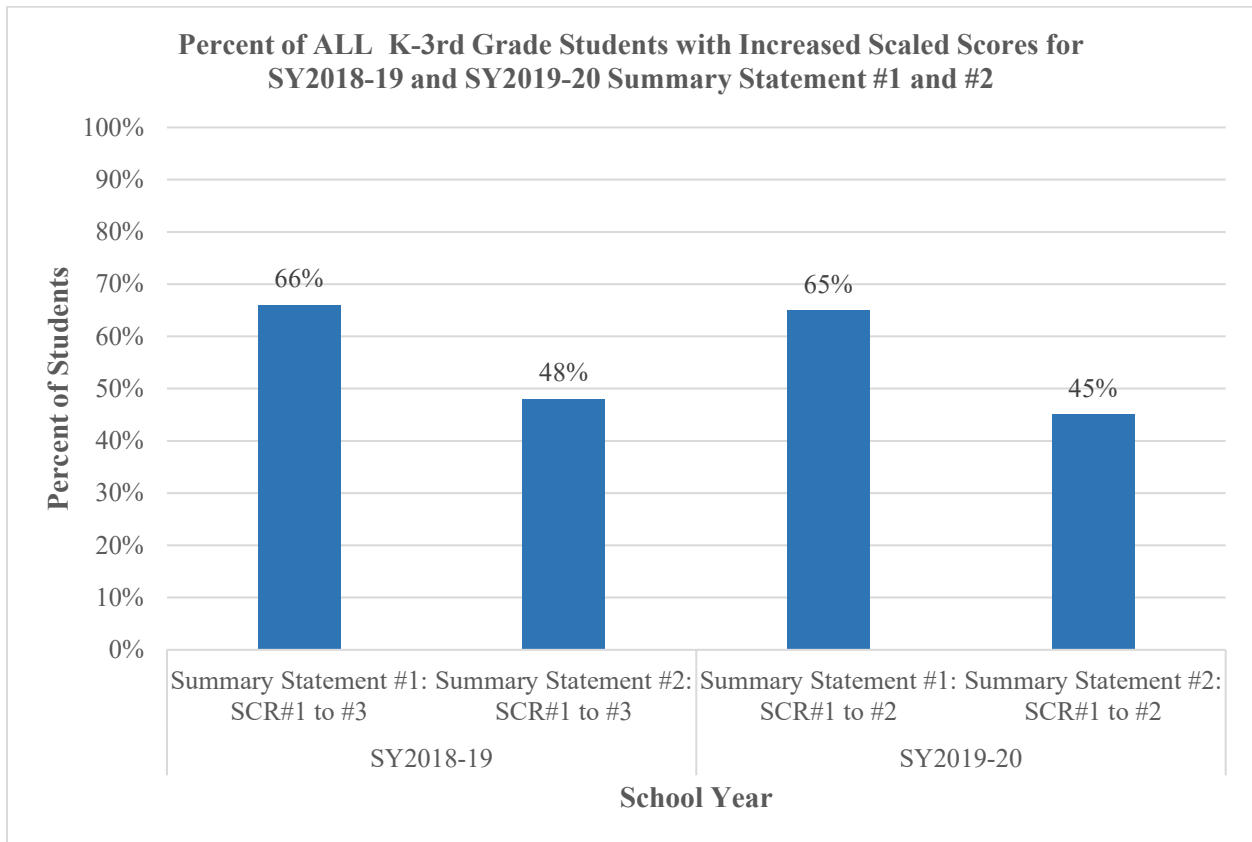
## Academic Growth Data for Students with an IEP for Screening #1 to Screening #3 for SY2018-19 and for Screening #1 to Screening #2 for SY2019-2020

Similar to all students, the SSIP Core Team examined the data of students with IEPs to determine if there were any academic growth over time from Screening #1 to Screening #3 for SY2018-19 and for Screening #1 to #2 SY2019-20. The same methodology was used based on the improvement levels as described in the section above. For SY2019-20, no data is available for determining growth between Screening #1 and #3 as Screening #3 will not occur until May 2020..

Similar to the data for All students, the data indicates that the majority of students have made some academic growth over time. Figure 6 displays the academic growth levels for students with an IEP. For SY2018-19, the percentage of students making progress but not close to benchmark and close to benchmark was 83% when examining growth from Screening #1 to #3. There was a ten

percentage increase when comparing the same data for the SY2017-18. For Summary Statement #2 SY2018-19, there was a significant decrease in the percentage of students that achieved benchmark or maintained or exceeded benchmark. The percentage of students with an IEP that achieved benchmark or maintained or exceeded benchmark for SY2017-18 was 39%, but dropped significantly to 13% for SY2018-19. The SSIP Core Team is drilling down in order to determine the root cause for this slippage. Figure 6 below provides a visual display of Summary Statement #1 and #2 for students with an IEP for SY2018-19 and SY2019-20 for screening periods that have occurred.

Figure 6. Percent of K-3rd Grade Students with an IEP with Increased Scaled Score for SY2018-19 and SY2019-20
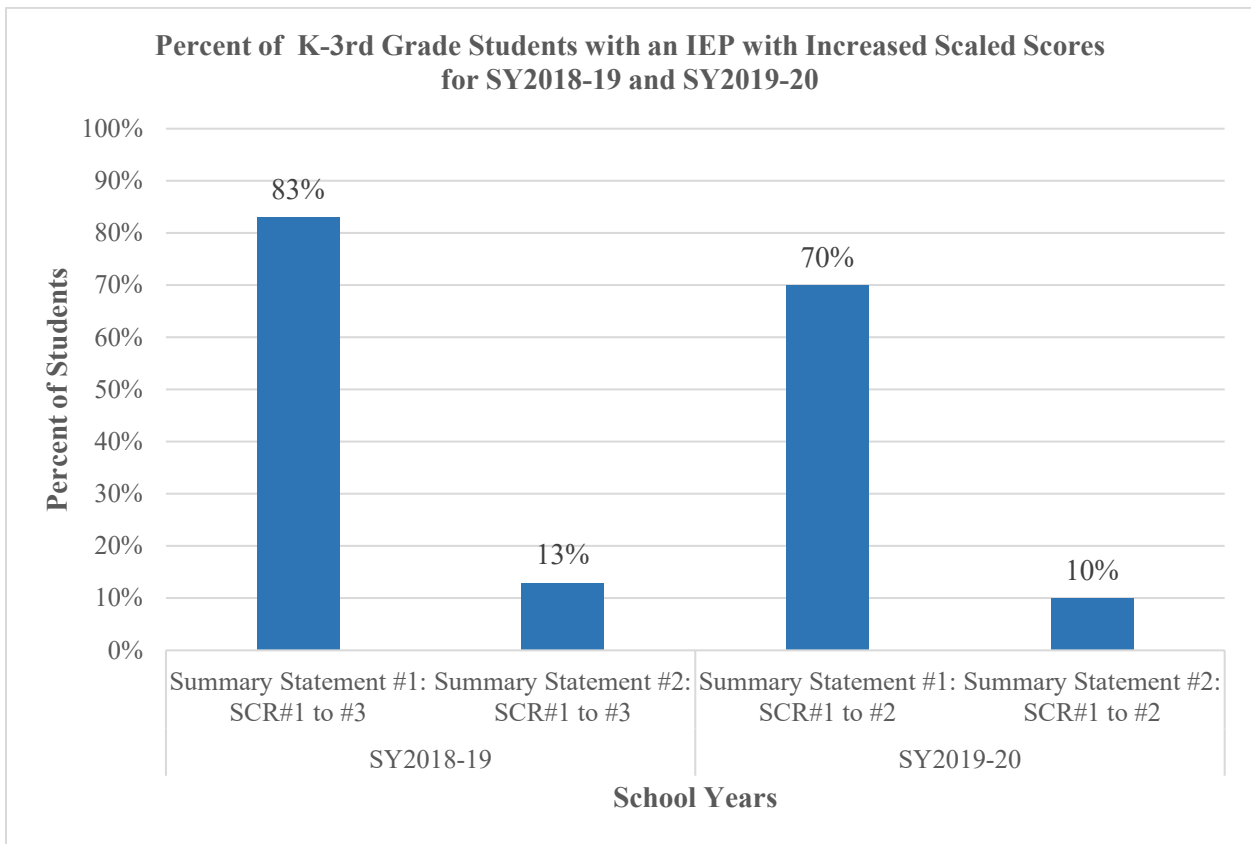


Comparison of Academic Growth Data for ALL Students and Students with an IEP in Grades K-3rd

Figure 7 displays a comparison of the summary outcome data of all students with students with an IEP for Summary Outcome #1 and Summary Outcome #2 based on the improvement levels given below.

Improvement Levels:
a = No improvement
b = Improvement, but not close to benchmark
c = Improvement, close to benchmark

d = Improvement to benchmark

e = Maintained or exceeded benchmark

**Summary Outcome #1** = b+c/(a+b+c+d)

**Summary Outcome #2** = d+e/(a+b+c+d+e)

Figure 7: A2.2 and A2.3 Comparison of Summary Outcome #1 and #2 for ALL Students and Students with an IEP for SY2018-19 and SY2019-2020 in Grades K-3rd.
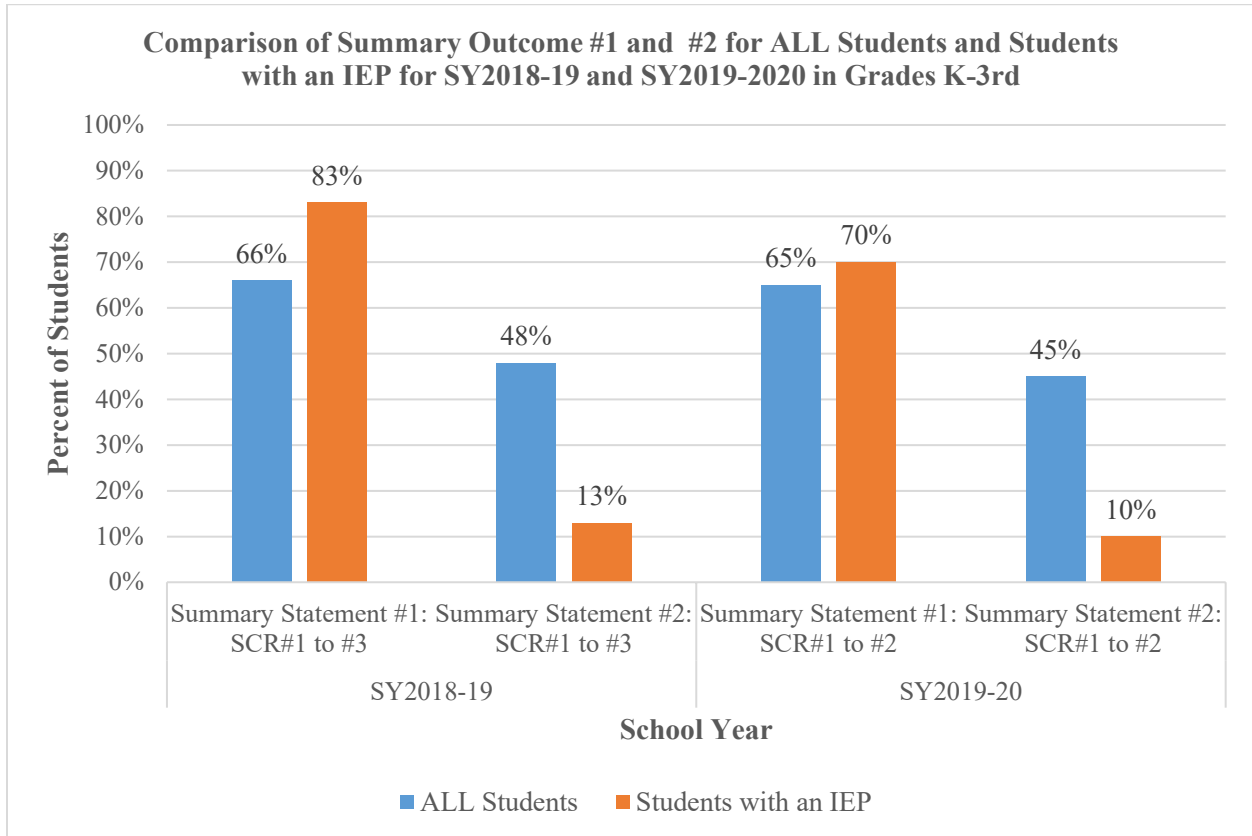


Figure 7 above indicates that the SY2018-19 Summary Outcome Statement #1 for all students and students with an IEP is significantly different from that for the SY2017-18. For SY2017-18, the results were comparable. For the SY2018-19, the percentage of students with an IEP improving exceeded the percentage of all students by 17 percentage points. This difference may be considered significant. Summary Statement #1 includes the percentage of students that made improvement but not close to benchmark and percentage of students that made improvement close to benchmark. As for SY2018-19 Summary Outcome Statement #2, the gap between the results for ALL students and students with an IEP is large with all students performing at a higher rate. There was a difference of 35 percentage points. Summary Outcome Statement #2 for SY2018-19 was the lowest percentage with only 13% of students with an IEP reaching benchmark or maintaining or exceeding benchmark. For SY2019-20, the data only reflects the students from two of the three target schools. The data for the third school was not available in time for the submission of this report. The report will be updated as soon as the data is made available. The

results for summary statement #1 indicate comparable results for all students and students with an IEP. There was only a five percentage points between the results for all students and students with an IEP. However, for summary outcome statement #2, there was a wider gap between all students and students with an IEP that met benchmark or maintained or exceeded benchmark. There was a difference of 35% percentage points.

## Conclusions

Based on the data in the discussion in this section, there is clear evidence that students in the three target schools, both students with an IEP and all students with or without an IEP, who have been screened during the SY2018-19 and SY2019-20 are participating in the universal screening. The school data reflects that students who were not able to be screened in reading with Renaissance STAR Early Literacy or STAR Reading were screened with an alternative screening tool or that significant efforts were made to screen students on alternate dates if they were absent during the screening period. No data was provided indicating the level of proficiency for these students.

The academic growth data indicates that a majority of the students made some progress. However, some of the students' growth are insufficient to achieve benchmark by the end of the school year. The gap between ALL students and students with an IEP are reversed when examining the data for Summary Outcome Statement #1 for both SY2018-19 and SY2019-20. Typically, the results for all students is higher than for students with an IEP. However, in this case, the percentage of students with an IEP improving, but not close to benchmark and improving close to benchmark exceeded the results for all students by 19 and 5 percentage points respectively. However, the Summary Outcome Statement #2 differences is typical of the gap between all students and students with an IEP. The percentage of students with an IEP that reached benchmark or maintained or exceeded benchmark was significantly lower than previous screening periods and therefore resulted in a larger gap in comparison with the results of all students.

## Recommendations for Next Steps

1. Establish beginning of the year on-boarding procedures for training new teachers and procedures for bi-annual training for veteran teachers in the implementation of the universal screening in reading.

2. Continue to support the schools in identifying and implementing alternative screening tool(s) if the students are unable to be screened with Renaissance STAR Early Literacy or STAR Reading.

3. Assist the schools in determining the proficiency levels of students screened with an alternative screening tool and incorporating into classroom, grade level, and school-wide screening data.

4. Continue to ensure the universal screening standard operation procedures include procedures for screening students who are absent during the screening periods.

5. Continue to provide professional development related to the following:

- understanding, analyzing, and using screening data for decision making;
- determining and implementing interventions that are aligned with whole class, small group, and individual student's needs;
- implementing progress monitoring within their classroom using Renaissance custom assessments (i.e. progress monitoring); and
- developing and implementing a tracking system to monitor progress of students' proficiency levels from one screening period to another.

4. Provide teachers with professional development on the delivery of reading instruction during the allotted time that addresses whole class, small groups, and individual instruction (such as the Reading Workshop Model).

5. Provide professional development related to the implementation of Professional Learning Communities at the school level in the review of data and determination and implementation of interventions.

6. Continue to monitor progress of implementation of the infrastructure changes that impact student learning outcomes.

## SSIP Phase III Year 4: (D) Data Quality Issues

The SSIP Core Team is committed to aligning policies, practices, and activities to support students and teachers so that progress is made to meet the SiMR. The SSIP Core Team continues to ensure that standard operating procedures are in place to track and monitor student progress and teacher accountability. The STAR Early Literacy and Reading and ACT Aspire assessments are formative and summative tools implemented that measure the students' early literacy and reading skills. Data is then used to develop student goals and intervention strategies for instruction. The Core Curriculum Fidelity Checklist, the PLC Fidelity Checklist, ELEOT and STAR Fidelity Checklist are tools used to measure the competencies of the teachers. Data is used to plan for future professional development opportunities that addresses teacher competencies and performance. The fidelity tools are the program's validation that supports sustainability and accountability. Data is collected and monitored electronically by the principals and the Office of ARE through the Longitudinal Data System.

The SSIP Core Team meets frequently to discuss and identify the need to relook at activities as needed. In addition, the SSIP Core Team agrees that the CNMI Special Education Program is in full implementation with all SSIP activities. The program will continue to align policies and procedures to ensure accountability and sustainability. Stakeholders continue to focus on data quality issues.

### *Data Limitations that Affected Reports of Progress in Implementing the SSIP and Achieving the SIMR Due to Quality of the Evaluation Data*

**Governance/Leadership:** A2: *Implement Early Literacy and Reading Curriculum*
**A2 Evaluation Question (5):** To what extent is the early literacy and reading curriculum implemented with fidelity in the schools?
- **Performance Indicator (7)**: 100% of the classrooms demonstrate evidence of at least 75% of the *Journeys Common Core Curriculum* indicators; Classroom Environment, Whole Group Instruction, Small Group Instruction and Independent.

### *Concern or Limitations Related to the Quality or Quantity of the Data Used to Report Progress or Results*
The criteria for Performance Indicator 7 states that 100% of the classrooms demonstrate evidence of at least 75% of the indicators on the *Journeys* (the core curriculum) *Fidelity Checklist*. The target for the number of classrooms to be observed is 80%. However, only 17 or 30% of the teachers were observed from the three target schools. For the SY2019-2020, the SSIP Core Team agreed that 50% of the classroom observations was to be conducted by the Office of Curriculum and Instruction (OCI) and 50% by the principals. However, due to the continuation of the double session for two of the schools, it was difficult for the principals to conduct the observations.

### *Implications for Assessing Progress or Results*
The Phase III Year 4 data indicates there was a decrease in the number and percent of teachers observed, but an increase in the number and percent of teachers demonstrating evidence of at least 75% of the indicators on the *Journeys Fidelity Checklist*. In comparing the data from SY2018-19 with the data for SY2019-20, it appears as if some progress was made. Before the SSIP Core Team can be absolute on whether progress has been made, the following factors must be considered:

- Process of selecting teachers for observation;
- The number of teachers observed; and
- The percent of teachers meeting the fidelity criteria over total population of teachers from the three schools.

Since the teachers observed were not randomly selected, the results cannot be generalized to the population of the teachers in the three schools. The lack of reliable and valid data directly impacts the ability to assess progress towards achieving the SiMR.  The SSIP Core Team continues to stress the importance of targeted PD and the use of fidelity checklists so that teachers are supported with the tools to implement evidence-based strategies and instruction.

### *Plans for Improving Data Quality*
For SY2020-21, the SSIP Core Team recommends the CNMI PSS review the current Standard Operating Procedures (SOP) for conducting the observations and modify as necessary in order to meet the  target for percentage of observations in each school through collaboration with the Office of Curriculum and Instruction (OCI) and the school principals. The following factors shall be considered as part of the process for conducting the observations:
- Identification and selection of at least 80% of the teachers to be observed;
- Identification of individual (s) who will conduct the observation that includes the principal of the school and an OCI representative;
- Determination of the timeframe for conducting and completing the observations (start and end dates) within one month of the end of the school year; and
- Development of a schedule for observing the teachers with alternate dates.

**Governance/Leadership:** A2.1:  *Implement Early Literacy and Reading Curriculum*
**A2 Evaluation Question (6):** To what extent do the teachers at the three SSIP Target schools demonstrate competency in teaching the essentials components of reading.
- **Performance Indicator (10**): 100% of the teachers demonstrate improved instructional practices in reading over time.

### *Concern or Limitations Related to the Quality or Quantity of the Data Used to Report Progress or Results*
The concerns or limitations for Performance Indicator 10 is similar to those identified for Performance Indicator 7.  Performance Indicator 7 focuses on the delivery of instruction while Performance Indicator 10 focuses on reading as the content area.  Refer to above discussion for Performance Indicator 7.

### *Implications for Assessing Progress or Results*
Refer to response for Performance Indicator 7.

### *Plans for Improving Data Quality*
Refer to response for Performance Indicator 7.

**Governance/Leadership:** A2: *Implement Early Literacy and Reading Curriculum*
**A2.2 Evaluation Question (7):** To what extent did student performance improve over time? (Long Term Outcome)

- **Performance Indicator (12**): 100% of students with disabilities increased their reading performance over time as measured by the STAR Early Literacy and STAR Reading.
- **Performance Indicator (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.

*Concern or Limitations Related to the Quality or Quantity of the Data Used to Report Progress or Results*
The Phase III Year 4 report for Performance Indicator 12.1, applicable to students with disabilities, only reflects data from two of the three schools. Though the percent of students improving but not close to benchmark and students improving close to benchmark increased for this reporting period, it is limited to two of the three schools.

*Implications for Assessing Progress or Results*
In order to determine actual progress made, data from all three schools must be available for analysis and interpretation in order to use the data for instructional decision-making. Therefore, if students do not have access to evidence-based core reading curriculum taught by competent teachers, and implemented with fidelity, then the likelihood of achieving grade level reading proficiency by 3rd grade is minimal.

*Plans for Improving Data Quality*
At the beginning of each school year, a schedule shall be created to identify dates in which the data must be available to the district for consolidation. In addition, on-going, job-embedded professional development shall continue to be provided to elementary school administrators on the collection and analysis of the universal screening data. The CNMI PSS shall explore the creation of a web-based system for the collection of data from each school.

**Governance/Leadership:** A2: *Implement Early Literacy and Reading Curriculum*
**A2.3 Evaluation Question (8):** What are the overall impacts for reading instruction for students with or without disabilities?

- **Performance Indicator (13**): 100% of all students increased their reading proficiency over time as measured by STAR Early Literacy and STAR Reading Assessments.
- **Performance Indicator (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.

*Concern or Limitations Related to the Quality or Quantity of the Data Used to Report Progress or Results*
The concern for Performance Indicator 13.1 mirrors that of Performance Indicator 12.1.

*Implications for Assessing Progress or Results*
Refer to Performance Indicator 12.1 above.

*Plans for Improving Data Quality*
Refer to Performance Indicator 12.1 above.

**Governance/Leadership:** B1: *Establish PD and TA Structure that include components for effective PD*
**B.1.2 Evaluation Question (11):** To what extent did the special education teachers at the Target Schools demonstrate competency in delivering specially designed instruction to students with IEPs?

- **Performance Indicator (17):** 100% of special education teachers demonstrate competency in delivering instruction that promotes equitable, supportive, and active learning.

*Concern or Limitations Related to the Quality or Quantity of the Data Used to Report Progress or Results*
The provision of specially-designed instruction based on evidence-based practices is critical to closing the gap between students with and without disabilities. However, for this reporting period, there were no observations conducted for the special education teachers in any of the three schools. The issue for this performance indicator is more than the quality, but the quantity of the data as no data was available for this reporting period. This limits the ability of the PSS to improve the results for students with disabilities without ensuring that teachers are competent in delivering instruction.

*Implications for Assessing Progress or Results*
The lack of observational data, that provides evidence that special education teachers demonstrate competency in delivering instruction that promotes equitable, supportive, and active learning, is a barrier to improving results for students with disabilities. The SSIP Core Team felt that the compilation of all fidelity tools would yield information that would further assist teachers and their individual needs to meet the needs of the students with disabilities. The observation data related to competency in delivering instruction would allow teachers to reflect on what instructional changes that must be implemented in order to deliver targeted interventions. If students do not have access to evidence-based core reading curriculum taught by competent teachers, and implemented with fidelity, then the likelihood of achieving grade level reading proficiency by 3rd grade is minimal.

*Plans for Improving Data Quality*
The PSS must commit to conducting observations of special education teachers comparable to the observations conducted of general education teachers. The plan for improving data quality for Performance Indicator 7 shall be implemented for Performance Indicator 17.

*Data Limitations that Affected Reports of Progress in Implementing the SSIP and Achieving the SIMR Due to Quality of the Evaluation Data*

In Phase III, the SSIP Core Team, with input from teachers, was unsure about the validity or reliability of the screening data prior to the Renaissance training and prior to the finalization of the Standard Operating Procedures (SOP). There were no procedures in place to observe the implementation of the screening to ensure the procedures were carried out with fidelity. There were a number of students who were not screened due to absenteeism or other reasons during the

screening window and there were no procedures in place to reopen the window for the students who were missed.  There were no procedures in place to use an alternative measure to screen students who could not perform on the STAR EL or STAR Reading.

In Phase III Year 2, training was provided to all target school teachers, SOPs drafted, revised, and implemented, and observations conducted to determine fidelity of the screening SOPs.

In Phase III Year 3, the SSIP Core Team were confident that the screening procedures were implemented with fidelity and the data were accurate and reliable.    The screening procedures were systemically implemented throughout the system.

In Phase III Year 4, due to the low number and percent of observations two target schools on double session schedule due to the 2018 super typhoon, the SSIP Core Team will continue to prioritize the implementation fidelity and focus its attention, resources, training, and continuous monitoring to ensure the curriculum is implemented with fidelity across all schools, classrooms, and teachers. For Year 5, the focus is on fidelity of instruction as well as the impact of instruction on student outcomes.

**SSIP Phase III Year 4: (E) Progress Towards Achieving Intended Improvements**

### *Assessment of Progress Toward Achieving Intended Improvements*

During Phase III Year 4, the CNMI Public School System (PSS) continues to implement the current improvement activities that include the collection and reporting of secondary data, the evaluation of the fidelity of the implementation of the STAR Early Literacy and Reading universal screening tool, and monitoring the implementation of the reading curriculum with fidelity systemically across all schools. The SSIP Core team and other stakeholders agreed to continue to provide training, resources, and other supports necessary to promote the continued implementation of evidence-based practices to support students with disabilities and their families as well as the teachers to ensure to increase the probability of progress towards achieving improvements.

### *Infrastructure Changes that Support SSIP Initiatives, Including How Systems Changes Support Achievement of the SiMR, Sustainability and Scale-Up*

### *Improvements to Governance:  Implementation of Universal Screening*
In addition to the use of the state summative assessment for monitoring reading progress,  the SSIP Core Team agreed, beginning in SY2017-2018, to include the universal screening data as secondary data for reporting progress of all students and disaggregating by subgroups such as students with an IEP and English Language learners (ELL).  The SSIP Core Team found that reporting only the results of the summative assessments, ACT Aspire and Multi-State Alternate Assessment (MSAA), did not reflect improvements and growth being made by all students over time. Therefore the secondary data was needed to determine the extent students with IEPs increased reading performance over time.  It was agreed that data to be collected at the end of each screening period include participation and proficiency rates of all students and disaggregated by subgroups. There were two sets of data collected: (1) the number and percent of students that performed at or above benchmark; and (2) growth over time.  Progress for the first data is determined by the increase or decrease in the percent of all students as well as students with an IEP at or above benchmark.  This set of data reflects group progress.  The second set of data involves reviewing individual student progress from one screening period to another.   The SSIP Core Team adopted the Early Childhood National Technical Assistance Center (ECTAC) Child Outcomes Summary Process and adapted it to reflect school-age population.  As part of the adaptation process, performance levels (i.e. progress categories) and two Summary Outcome Statements were created for reporting the data.  The summary outcomes are not calculated until the end of the second screening. The performance levels and summary outcomes are described below:

> **Performance Levels:**
> a=No improvement
> b=Improvement, but not close to benchmark
> c=Improvement, close to benchmark
> d=Improvement to benchmark
> e=Maintained or exceeded benchmark

> ### *Summary Outcome #1*
> Number and Percent of students whose scaled score improved from Screening#1 to Screening#2 and from Screening #1 to Screening #3 at the end of the school year , but did not

reach benchmark (i.e. b + c) as per above improvement levels divided by the number of students with no improvement plus number of students with improvement, but not close to benchmark plus number of students with improvement close to benchmark plus number of students with improvement to benchmark [(b+c)/(a+b+c+d)].

*Summary Outcome #2*
Number and Percent of students whose scaled score improved from Screening#1 to Screening#2 and from Screening #1 to Screening #3 that reached benchmark or maintained or exceeded benchmark divided by the total number of students screened [(d+e)/(a+b+c+d+e)].

Beginning in SY2018-2019, all nine elementary schools were required to implement the universal screening of all students in K to 3rd grade. To ensure the screening is implemented with fidelity, the principals of the target schools were assigned to mentor principals of the scale up schools. The Standard Operating Procedures (SOP) for the universal screening tool has been reviewed and revised based on input from school level stakeholders and is now systematically implemented throughout the PSS. Principals of the scale up schools conduct fidelity observations and share the results with the principals of the target schools. Screening data is systematically collected, analyzed, and reported for all students and disaggregated for students with an IEP. This includes examining the two sets of data previously described.

*Evidence that the Screening is Being Carried Out with Fidelity and Having the Desired Effects*
Beginning in SY2016-2017, teachers were provided targeted training on the purpose, navigation, administration, and the analysis and interpretation of the Renaissance STAR screening system as well as on the draft Standard Operating Procedures (SOPs) for administration of the STAR Early Literacy (SEL) and STAR Reading (SR). The SOPs included the procedures for conducting fidelity observations by principals each year to ensure the screening procedures were implemented as intended systemically in all elementary schools. Based on the fidelity observation data discussed in Section C1 of this document, the SSIP Core Team and the School Implementation Teams are confident the screening results for SY 2018-2019 and SY2019-20 (limited to results of first two screening periods) are valid and reliable and can be used for instructional planning for all students as it is intended.

*Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are necessary steps toward achieving the SIMR and Measurable Improvements in the SIMR in Relation to Targets*

With training on the STAR screening provided to all K to 3rd grade teachers in all schools, institutionalization of administration procedures, consistent fidelity observations data collected, and screening data systematically collected and used to plan instruction, the CNMI PSS is progressing toward achieving the short term and intermediate outcomes based on secondary data that are necessary to achieve the SiMR, that students will demonstrate grade level reading proficiency.

- **Short-Term**: Teachers increase knowledge and skills in the use of selected universal screening tool.

### SSIP Phase III Year 4: (E) Progress Towards Achieving Intended Improvements

- **Intermediate**: Teachers screen all K to 3rd students and use data to adjust instruction to meet students' needs; Teachers implement STAR Early Literacy screening tool 3 times per year.
- **Long-Term**: Students demonstrate grade level reading skills mastery.

As reported in Section C1, teachers have reported increased knowledge and skills in the administration of the universal screening tool.  This is aligned with increased overall percent of students performing at or above benchmark.  For SY2018-2019, the percent of students performing at or above benchmark was 45% as compared with the baseline screening at the end of the SY2016-2017 with 41%.  Though the increase was limited to three percentage points, it was an increase.

*Infrastructure Changes and Improvements to Governance: Implementation of Reading Curriculum and Evidence that the Journeys Common Core Reading Curriculum is Being Carried Out with Fidelity and Having the Desired Effects*

With the systemic implementation of *Journeys Curriculum,* training provided to all teachers on the curriculum as well as on the *Foundations of Reading,* and SOPs to ensure the curriculum is implemented with fidelity, the data shows that the curriculum is not being implemented with fidelity in all classrooms,  CNMI PSS is making some progress towards achieving the short term and intermediate outcomes that are necessary to achieve the SiMR for students to demonstrate grade level reading proficiency.

In Phase II, the CNMI PSS adopted an evidence-based reading curriculum for elementary schools.  The target schools were provided the required curriculum materials and training to implement the curriculum.  In Phase III Year 2, to ensure the curriculum is implemented with fidelity, the Office of Curriculum and Instruction (OCI) was provided an initial training on the *Journeys* fidelity observation tool.  Although the *Journeys Common Core Curriculum* has been implemented in all schools for several years and all teachers received training on the curriculum as well as training in the *Foundations of Reading*, implementation of the curriculum with fidelity has not been systemically established to date.

In Phase III Year 3, OCI completed inter-rater reliability training on the *Journeys Common Core Curriculum* fidelity observation tool and conducted initial fidelity observations in the target schools.  Although there was a low percentage of observations due to the super typhoon in the Fall of 2018, the observations that were conducted showed a slight increase in the number of teachers (2 of 25) who implement at least 75% of the *Journeys Curriculum* with fidelity. Based on the low number and percent of fidelity observations conducted by OCI, the SSIP Core Team agreed that the reading curriculum has yet to be implemented with fidelity by all teachers.

*Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are necessary steps toward achieving the SIMR and Measurable Improvements in the SIMR in Relation to Targets*

- **Short-term:** Teachers increase knowledge and skills in the essential foundations of reading.
- **Intermediate:**

- o Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs.
  - o Teachers improve instructional practices.
- **Long-term:** Students demonstrate grade level reading skills mastery.

In Phase III Year 4, there was a low percentage of teacher observations completed due to environmental factors that affected the school schedule with two of the three target schools maintaining double session schedules. The observations reported two sets of data: (1) Performance Indicator 7 collected data on the ability of the classrooms to demonstrate evidence of at least 75% of the indicators on the fidelity checklist related to the structure of the classroom. This includes classroom environment, grouping size for instruction, and independent practice; (2) Performance Indicator 10 focused on improved instructional practices over time. For Performance Indicator 7, only 17 or 30% of the teachers were observed with 82% meeting the 75% minimum number of fidelity indicators observed. Though this was an increase from SY2018-2019, the percent of teachers observed were well below the minimum target to be observed of 80%. As for Performance Indicator 10, the number of the observations that were conducted showed no progress in the number of teachers (0/12) who implemented at least 75% of the *Journeys Curriculum* with fidelity.

The short term outcome for this improvement strategy was for teachers to increase their knowledge and skills in the implementation of evidence-based reading instruction. To measure that outcome, web-based training was provided and a post training survey was conducted on the *Foundations of Reading*. However, not all teachers availed themselves of the free web-based course on the *Foundations of Reading*. The survey results for SY2019-2020 did not reflect any significant increase in the percent of teachers that reported an increase in their knowledge of the essential components of reading and skills to implement an evidence-based reading program. The results of the survey are aligned with the results of the fidelity observations in that 0% of the teachers observed demonstrated at least 75% of the indicators on the *Journeys Curriculum* related to instructional practices specifically related to reading. The SSIP Core Team continues to stress the importance of targeted PD, targeted collaboration with Literacy Coaches and principals to provide additional supports and the use of fidelity checklists so that teachers are supported with the tools to implement evidence-based strategies and instruction. At this time, the data does not reflect meeting the outcomes for this indicator. For the short-term outcome, an average of 62% of the teachers perceived their knowledge of the five essential components have increased as a result of training. No conclusions regarding the changes in teacher practices and impact on student outcomes in reading can be determined due to the insufficient number of observations to generalize results to the teacher population.

*Infrastructure Changes and Improvements to Professional Development (PD) and Technical Assistance System (TA) and Evidence that the PD and TA Structure is Being Carried Out with Fidelity and Having the Desired Effects*

In Phase III Year 2 an effective PD and TA structure, that includes theory and discussion, demonstrations, practice and feedback, coaching in the classroom, and supports the PSS continuous improvement efforts at the school and teacher level, was implemented districtwide. Based on the PD structure, all major PD events are required to submit a PD plan to the Office of

Student Support Services to ensure the provider follows the PD and TA structure.   All PD plans are to include an evaluation method, such as the use of surveys, to measure and evaluate the impact of the PD.

Phase III Year 4, data shows that the fidelity of the PD and TA structure have improved.  In SY 2019-2020, there were four major PD events and all four followed the PD protocol.  However, the SSIP Core Team agrees that the protocol needs to be reviewed and revised to refine areas that require revisions to system policies.

*Infrastructure Changes and Improvements to Coaching and Modeling and Evidence that Coaching is Being Carried Out with Fidelity and Having the Desired Effects*

The CNMI PSS now has in place a Literacy Coach structure that is systemically implemented in all elementary schools.  In Phase III Year 2, the Literacy Coaches drafted a coaching structure to ensure the coaching plans include practices of observation, instructional modeling, and consistent feedback.  The structure ensures the coaching plans and coaching cycles occur with adequate time and frequency based on the individual needs of the teachers.  The literacy coaches were provided on the job and on site coaching and mentor training for a year from a private provider to fine-tune their skills and competence as literacy coaches.

In Phase III Year 4, the data shows that all elementary schools have Literacy Coaches assigned to K to 3rd with an acceptable coach to teacher ratio of 1:10.  As discussed in Section C1 of this document, an annual teacher survey was conducted to determine if teachers' instructional practices improved as a result of the coaching received.   The results of the survey indicated that 59 of 78 teachers or 76% of respondents reported their instructional practices improved as a result of the coaching and modeling experiences. It should be noted that these reflect teacher perceptions and not based on student outcomes.  Each coach is required to complete a minimum of 10 coaching cycles per school year.  Currently,  coaches are required to submit coaching cycle documents. The literacy coach performance appraisal has been drafted and will be completed by the principal in collaboration with the coach.

*Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are Necessary Steps Toward Achieving the SIMR and Measurable Improvements in the SIMR in Relation to Targets*

With Literacy Coaches in place, a coaching structure implemented, and fidelity measure developed, the CNMI PSS is making progress toward achieving the short term and long term outcomes that are necessary steps towards achieving the SiMR.

- **Short Term:** Literacy Coaches increase their knowledge and skills in coaching and modeling instructional practices.
- **Intermediate:** Teachers in target schools improve instructional practices in reading as a result of coaching received.

The teacher perception survey conducted in Phase III Year 4 indicate that 78% of the teachers responding to the survey perceive their practices improved as a result of the coaching received

during the SY2019-2020. However, this data is limited to teacher perceptions. The teacher observations collected for Performance Indicators 7 and 10 on improved teacher practices may not be attributed at this time to the coaching provided to the teachers.

### *Infrastructure Changes and Improvements to Collaborative Efforts at the School Level and Evidence that Collaboration is Being Carried Out with Fidelity and Having the Desired Effects*

The CNMI PSS now has in place, at the target schools, procedures to ensure that collaboration occurs between general education and special education teachers at the grade level Professional Learning Collaboration (PLC) meetings. The PLC meetings are purposeful data dialogues with an emphasis on student data, instructional planning, and progress monitoring. The collaborative efforts have expanded to include literacy coaches, Title I teachers, special education teachers, and teacher aides. Principals or their designee monitors the PLC activities through observations of PLC meetings to ensure there is an agenda, the required participants, the topics of discussion, and the level of engagement of the participants.

The Phase III Year 4 data indicate that collaborative meetings are implemented in the target schools as well as scale up schools and include all members of the collaborative team. Across the scale-up schools, a mechanism has been built in to bring in data dialogues at the classroom and school levels and linked to the universal screening SOP. Principals or their designees observe the meeting to ensure the meetings are carried out in accordance with the procedures using a PLC meeting observation tool. The principals report the number of meetings observed and the number of meetings with the indicators on the PLC form. For each indicator, the principal marks it with a "Yes." The SSIP Core Team and School Implementation Teams are confident that PLC meetings are data driven and focus on instructional planning using screening data as well as other data sources and are having the desired effect on increased collaboration.

### *Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are Necessary Steps Toward Achieving the SIMR and Measurable Improvements in the SIMR in Relation to Targets*

With the PLC meeting procedures in place, PLC meeting observations conducted and data systematically collected, the CNMI PSS is progressing toward achieving the short term and intermediate outcomes that are necessary to achieve the SiMR for students to demonstrate grade level reading proficiency.

- **Short-Term:** Implementation Teams increase their knowledge and skills of effective collaboration.
- **Intermediate:** Implementation Teams collaborate to meet the needs of individual students.

### *Infrastructure Changes and Improvements to the Instructional Review Process (IRP) and Evidence that the Instructional Review Process is Being Carried Out with Fidelity and Having the Desired Effects*

The CNMI PSS has an improved Instructional Review Process (IRP) that includes observations of classrooms that focus on learning environments of students with disabilities and fidelity

observations for the implementation of the reading curriculum. The IRP is a function of the Office of Curriculum and Instruction (OCI) initiated several years ago to ensure instructional practices are evidence-based and are fully implemented in all classrooms, by and with all teachers, and that learning environments meet the needs of all learners. The process now includes a review of students with an IEP in the classroom and evidence of specially-designed instruction provided to the student. The IRP process also imbeds fidelity observation tools specific to the reading curriculum. Based on the three-year trend data, the overall ELEOT rubrics used to describe the learning environments indicate an increase from 3.1 in SY 2017-2018, 3.50 in SY 2018-2019 and a slight decrease to 3.20 in SY 2019-2020. With these results, the SSIP Core Team and school leadership are confident that the IRP has contributed to improved learning environment of students with disabilities.

*Outcomes Regarding Progress Toward Short-Term and Long-Term Objectives that are Necessary Steps Toward Achieving the SIMR and Measurable Improvements in the SIMR in Relation to Targets*

In SY 2019-2020, OCI brought in a coach to provide training and coaching to build teacher competency in the use of the instructional materials for the *Journeys* reading curriculum. With the IRP in place that includes observation indicators specific for learning environments of students with an IEP and fidelity of the reading curriculum, the CNMI PSS is making progress toward achieving the short-term outcomes that are necessary steps towards achieving the SiMR.

- **Short Term:** The district increases the use of Instructional Review Process to improve the learning environment of students with disabilities.

For SSIP Phase III Year 4, no observations were conducted of teachers of students with an IEP. The SY2018-19 data indicate that 100% of the special education teachers provided equal access to classroom discussions, activities, resources, technology and support; 100% of the students were supported to understand content and accomplish tasks; and 100% of the learners were actively engaged. In comparison with the baseline of 95% for SY2016-2017, this was an increase of 5%. However, there was a decrease of 17 percentage points from SY2016-2017 to SY2017-2018. The SSIP Core Team agrees that with no available data for this school year, no conclusions can be made as no trend has been established. In addition to measuring the improvement of the learning environment, the IRP process must also consider if any correlation exists between the IRP data and student achievement outcomes.

*Plans for Next Year*

The Phase III Year 4 progress data indicated that several improvement activities were carried out as planned. The fidelity data indicates that the activities were implemented with a high degree of fidelity such as the universal screening, the provision of differentiated learning environments, and well-established Professional Learning Collaboration (PLC) groups. The data also indicates that there are major activities that need continuous monitoring such as the implementation of the reading curriculum with fidelity in all elementary schools, literacy coaching with fidelity, the development, revision, and implementation of individualized education programs (IEPs), and the delivery of specially-designed instruction (SDI). The SSIP Core Team will continue to review and analyze the data as well as obtain stakeholder input to identify the barriers to implementation of improvement strategies with fidelity and identify steps to address the barriers.

1. The Office of Curriculum and Instruction (OCI) and school principals will continue to conduct classroom observations in all the schools to ensure the *Journeys Common Core Curriculum* is implemented with fidelity. The OCI and school level stakeholders will continue to revisit the observation schedules including the frequency and duration of the observation and the total number of teachers to be observed to ensure high validity and reliability of the fidelity data. The OCI will continue to monitor the implementation of the curriculum with fidelity and will provide training and professional development based on the implementation fidelity observation data.

2. The Literacy Coaches will continue to receive specialized training and mentoring in all schools to ensure that coaching is implemented with fidelity in accordance with the SOPs and Coaching Plans. A fidelity observation process will be implemented in SY2020-2021. The collaboration relating to instruction and supports needed to assist teachers will be expanded. Progress data on the effects of coaching will be collected and reported in section C of this document. (Appendix D: *Evaluation Plan Matrix*). The Office of Accountability, Research and Evaluation (ARE) will continue to conduct an annual survey of teachers to determine if their instructional practices improved over time as a result of coaching received.

*SCALING UP THE SSIP*

The universal screening, *Journeys Common Core Curriculum,* and Literacy Coaching are state approved initiatives which have been implemented systemically in all nine elementary schools. The OCI is the lead to ensure the curriculum is implemented with fidelity while each principal is responsible to ensure screening is implemented in accordance with the screening procedures. The Office of ARE is responsible for ensuring that the Literacy Coaching is implemented in all schools. The Commissioner's key management team will be responsible for the scale-up of the major SSIP activities such as the training on the screening program, conducting fidelity observations of the implementation of the reading curriculum, and expanding the fidelity observations in the remaining elementary schools. All this will be coordinated and carried out by the leadership team and elementary school principals. The priority focus for this next year is ensuring the reading curriculum is being implemented with fidelity that will result in improved student outcomes.

## SSIP Phase III Year 4: (F) Plans for Next Year

The CNMI PSS will continue to access technical assistance from both OSEP funded TA Centers and private providers typically used by the Public School System programs, in both general education and special education. The CNMI PSS acknowledges the value and benefit of engaging in the State Systemic Improvement Plan (SSIP) process over the past few years that was initially driven by the special education program with a focus on improving results of students with disabilities. It is now the framework that will be used across the system to implement other district-wide improvement initiatives.

*CNMI PSS SSIP Work: Importance, Benefits, Infrastructure Changes, Mechanisms for Continued Improvement, and Plans for Scaling up*

### 1. *What aspect of the SSIP work have you found to be the most important or beneficial?*

The aspect of the SSIP work most beneficial is that it has laid the foundation for district-wide improvement framework for all students inclusive of subgroups such as students with an Individualized Education Program (IEP) and English Language Learners (ELL). Building the framework for SSIP demanded the commitment and participation from district leaders, program leaders, school leaders, teachers and support staff. This initiative created a venue for intentional collaboration between schools and the district, and more importantly, between general education and special education teachers. Schools are able to mirror the framework and apply it to other programs and goals for structure, guidance, accountability, and monitoring purposes.

### 2. *What is different about PSS as a result of the SSIP compared to Phase I when the system analysis was completed?*

The following provides a brief description of the CNMI PSS key strands of action or coherent strategies that were implemented that resulted in changes to the PSS educational system. CNMI's key strands of action as indicated in the *Theory of Action* are as follows: 1) Governance, 2) Professional Development, 3) Collaboration, 4) Technical Assistance, 5) Accountability, and 6) Monitoring. These coherent strategies support system change and was necessary for CNMI to demonstrate progress towards the SiMR, sustain CNMI's system improvement efforts, and scale-up.

Since the inception of the SSIP, the CNMI with stakeholder input, developed the *Theory of Action* in efforts to meet CNMI's SiMR:

 *By June 30, 2020, at least 55% of 3$^{rd}$ grade students with IEPs in three target schools will perform at or above reading proficiency against grade level and alternate academic achievement standards as measured by the state assessment.*

With the implementation of the six strands of actions (i.e. coherent strategies), CNMI has made some infrastructure improvements in the following areas:

**Governance**
*Universal Screening of early literacy and reading implemented in all K-3$^{rd}$ grade classrooms.*
Upon completion of Phase 1 analysis, it was evident that the screening conducted in the elementary schools were not uniform. There were two screening assessments, Reading for Assessment (RFA) and Renaissance STAR Early Literacy and STAR Reading, implemented in the schools without on-going training and in some cases initial training for teachers administering the screener. In addition, there was data collected on the fidelity of administering the assessments to ensure valid and reliable results.

There has been immense progress since Phase 1. This includes a universal screener in all schools, on-going training in the administration, analysis, and interpretation of results, and data collected

on the fidelity of administration. With these processes in place, it increases the probability of reliable and valid results.

*Viable and Reliable Curriculum*

In support of instruction, the PSS adopted an evidence-based reading curriculum that is currently implemented in all elementary schools. This was a result of the Phase I analysis. Prior to the analysis, there was no common reading curriculum across the elementary schools.

**Professional Development (PD)**

As a result of the Phase I analysis, the CNMI PSS created a structure for the identification, selection, delivery, and evaluation of professional development activities. The PD and TA structure reinforces the use of student outcome data for determining content for professional development activities. The structure included the process for measuring the effectiveness of the PD activities based on the "*Learning to Teach Practice-Based Preparation in Teacher Education,*" a Special Issues Brief, from the CEEDER Center. CNMI PSS continues to prioritize training at all levels. To support the efforts to meet CNMI's SiMR, all professional development activities since Phase I have focused on the essential components of reading, the universal screening tool, the development and implementation of IEPs, and delivery of effective coaching. In Phase III Year 4, the Office of Student Support Services was designated as the responsible office to monitor the implementation of the PD process. The intended output of this activity has been met and continues to be systematically implemented within the district.

**Collaboration**

One of the greatest benefits of the SSIP process is that it has brought general and special education management team to the table to address instructional issues related not solely on students with an IEP, but ALL students. Prior to completion of Phase I, the PSS's educational management team viewed SSIP as a "special education" initiative. After the completion of Phase I, SSIP has become a district initiative with joint responsibility of the general and special education leadership team members of the CNMI PSS. The increased collaboration has promoted inclusivity and acceptance of all students.

The increased collaboration was not limited to district and school personnel. The increased collaboration increased more involvement by other stakeholder groups such as the Parent Teacher School Association (PTSA) in the PSS's improvement efforts to demonstrate progress towards the SiMR. The post Phase I activities have provided the opportunity for stakeholder groups such as the PTSA to serve as a conduit for sharing information to all parents through their summits. School level community stakeholders work more closely with the school leadership to exchange ideas, prepare and plan school budgets, review school performance data, offer suggestions, and support school events that focus on increasing parent engagement to improve student achievement. At the school/community level, SSIP activities, as well as school wide improvement plans are discussed at PTSA meetings, at parent teacher conferences, and advisory panel meetings. Discussions include how PSS uses assessment data for school wide improvement plans and funding purposes, how the school plans professional development and training, and how the school plans instructional initiatives. At the district level, the stakeholders are primarily the principals, the program managers, key management, members of the Board of Education subcommittees, and PTSA representatives made up of PTSA officers. Progress on the SSIP activities and scaling up

plans are the primary focal points of discussion at these types of networking opportunities. These opportunities for networking by stakeholders allow them to use the infrastructure to exchange information with each other, implement a feedback that is relevant to the issue at hand, and provide broad suggestions for action.

## Technical Assistance (TA)

Phase I system analysis provided the opportunity for PSS to reflect, coordinate, and align all technical assistance that focuses on the improvement efforts to improve reading proficiency of all students.   In SSIP Phase III Year 2, the Special Education Director in collaboration with the Title I Coordinator provided technical assistance to teachers of students eligible for both Title I and special education.  This became an annual TA activity at the beginning of the school. Beginning in Phase III Year 3, technical assistance was provided to the special education teachers, administrators, and aides of the SSIP target schools on developing, reviewing, and revising the IEP.  Technical assistance was also provided related to the alignment of the IEP components with the specially-designed instruction (SDI). For Phase III Year 4, the focus of the technical assistance was to build the proficiency of Title I teachers with the knowledge and skills to accommodate and modify the instruction of a student with an IEP.  The Title I teachers and coordinator reflected during the technical assistance activity on their role in the provision of specially-designed instruction to improve the reading proficiency of students with an IEP.  Through the technical assistance process, collaboration between Title I and special education teachers will be improved.

## Accountability

*Data Dialogues*

In Phase III Year 4, the Data Dialogue process was revised to include required student and grade level screening data used by all schools to report school level data.  The revisions also include the review of longitudinal data from one screening period to another and ultimately the growth, if any, from the first screening to the third screening.  The conversations are intentional, purposeful, and focused on student outcomes related to academic and behavior.

## Monitoring

As a result of SSIP Phase I analysis, several monitoring processes were operationalized and institutionalized throughout the target schools. These processes include monitoring the fidelity of the implementation of the universal screener as well as the implementation of the evidence-based reading curriculum through the use of the STAR Early Literacy and STAR Reading fidelity checklist and the revised Instructional Review Process (IRP). The revision to IRP was implemented to account for revisions in the Effective Learning Environment Observation Tool (ELEOT) Version 2.0.  The IRP and ELEOT continue to be systematically implemented in all the schools. The IRP and observation data are systematically collected using the ELEOT and are reported electronically in the ELEOT application.  The IRP process focuses on monitoring the fidelity of implementing the reading curriculum while monitoring the universal screener results focuses on improved reading proficiency.

Technical assistance, accountability, and monitoring are the coherent strategies aligned to monitor and support continued progress made of all students inclusive of students with an IEP.

### 3. *What mechanisms or resources are in place to sustain improvement efforts?*

Several mechanisms have been put in place to help sustain improvement efforts. Standard Operating Procedures (SOPs) have been developed or revised to address the following issues related to students with an IEP:

- Participation in the universal screener administered 3 times a year;
- Dedicated funding in School-Wide Plans (SWP) for subgroups such as students with an IEP for improving results;
- Professional development structure that promotes the use of data for decision-making;
- Operationalized procedures for the Instructional Review Process (IRP) conducted by the Office of Curriculum and Instruction (OCI) to include observations of learning environments of students with an IEP in settings other than general education classrooms;
- Involvement of Literacy coaches to support improvement efforts focused on reading performance; and
- District approved learning curriculum that includes students with an IEP.

### 4. *What is CNMI's plan for scale-up?*

The CNMI initiated scale-up for the remaining six elementary schools during the SY2018-2019 with progress reported in SSIP Phase III Year 3 report. During SY2018-2019, training was provided that focused on the administration, interpretation, and analysis of the universal screening data. The coaches assigned to the remaining six schools participated in district-wide training. The SSIP school administrators mentored the scale-up schools by conducting training on the use of the data-base system and reporting procedures, introduction to the schools PLC fidelity checklist and components of the PLC structure, and provision of electronic templates to initiate reporting on the level of performance using STAR data. The goal for SY2019-2020 was to continue with the training and build proficiency in these areas. The scale-up activities for SY2020-2021 and continuing thereafter will be to monitor the implementation of the reading curriculum and use of screening data to determine progress from screening period to another and the use of data for professional development activities.

### 5. *What is CNMI finding the most challenging to implement, evaluate, and report?*

The SSIP work continues to be a learning process for all those involved. A big challenge is the continuous monitoring of the fidelity of implementing the reading curriculum and instructional practices as well as providing continuous, differentiated supports to scale-up schools. At the beginning of the SY2018-2019, the CNMI was faced with many setbacks due to a natural disaster that damaged most of the schools, resulting in a temporary school closure until December 2018. The SY2018-2019 was a struggle for the entire school district as some schools, including the SSIP schools, were heavily damaged, leaving schools to implement double-session classes for the rest of the year. Collaboration with scale-up schools was provided but not as intensive as expected.

Another challenging area is a well-written and well-executed IEP. For Phase III Year 4, there was an attempt to establish inter-rater agreement between the evaluators of the IEPs. However, this continues to be a challenge. Based on a review of the IEPs, there is a continued challenge to deliver specially-designed instruction aligned to the IEP while ensuring that students with an IEP

participate and make progress in the general curriculum. The annual review of the IEPs as an improvement strategy for SSIP has emphasized the continued need to provide on-going, job-embedded professional development opportunities to teachers of students with an IEP in all settings. To support full implementation of the IEPs and the delivery of specially-designed instruction (SDI), it was determined training alone is not sufficient. Similar to the implementation of an evidence-based reading curriculum, implementation of an IEP requires coaching to support changes in practices as a result of training.

# Commonwealth of the Northern Mariana Islands - Theory of Action

| Key Strands of Action | If PSS | Then | Then | Then |
|---|---|---|---|---|
| **Leadership**<br><br>*Universal Screening and Assessment in K to 3rd Grade*<br><br>*Early Reading and Literacy Curricula* | ...implements systemic universal screening and assessment in grades K to 3rd<br><br>...implements researched based early literacy program based on common core state standards that incorporate the essential components of reading (Fluency, Vocabulary, Comprehension, Phonemic Awareness and Phonics) | … teachers in target schools will screen and assess students early literacy development<br><br>...teachers in target schools will report screening and assessment results to school leadership to incorporate in the Data Dialogues and SWP's<br><br>… teachers in target schools will provide literacy instruction with fidelity in K to 3rd grade | … students entering Kindergarten and the subsequent grades thereafter in the will be screened and assessed to determine the student's literacy level in the essential components of reading<br><br>...K to 3rd assessment data will be reported in SWP and used to support the allocation of resources<br><br>… students in the targeted schools will be provided with evidenced based literacy instruction in K to 3rd grade that<br><br>...each child will have a literacy profile of their growth and progress in essential reading components | *By June 30, 2020, 55% of 3rd grade students with IEPs in 3 target schools, will perform at or above proficient against grade level and alternate academic achievement standards in total reading as measured by the state assessment.*<br><br>*CNMI will have the infrastructure capacity to scale-up implementation with fidelity.* |
| **Professional Development**<br><br>*Professional Development:*<br>*Data Collection, Reporting and Use for Screening and Assessments*<br>*Early Literacy Curricula* | ...provides professional development on how to collect, report and maintain early literacy Screening and Assessment Data in the targeted schools<br><br>...provides professional development in the essential components of reading and early literacy<br><br>...provides Literacy Coaches in target schools | ...the general education and special education teachers can accurately and systematically screen and assess the children's literacy knowledge and skills in the essential reading components<br><br>… teachers will be knowledgeable in literacy instruction for early grades<br><br>...teachers will increased their competence in teaching early literacy to students with disabilities<br><br>… teachers can provide systematic evidence based literacy instruction on the essential components of reading | … teachers will be able to systemically use the data to report growth and progress and plan differentiated instruction based on individual needs of the student<br><br>...children will be meaningfully engaged in appropriate literacy instruction in K to 3rd grade<br><br>...all students in the target schools will demonstrate growth in their early literacy profiles | |
| **Collaboration**<br><br>*General Education and Special Education Teachers* | ...implements the use of an evidence based Step Wise Process to ensure access to literacy instruction in the early grades<br><br>...allows for collaborative planning time | Gen Education and Special Education Teachers will plan together using a systematic process to identify instructional barriers that prevent students with disabilities from accessing and benefiting from literacy instruction | students will access and benefit from differentiated literacy instruction<br><br>...students will be provided appropriate accommodations<br><br>....students with disabilities in K to 3rd grade will receive appropriate literacy instruction in the least restrictive environment | |
| **Technical Assistance** | ...provides technical assistance that is based on the data and need in the target schools<br><br>...incorporates coaching and modeling strategies in K to 3rd grade in target schools | ....schools can increase their capacity to support the teachers to deliver effective literacy instruction<br><br>...teachers can increase their knowledge of effective literacy instruction<br><br>...the number of effective literacy coaches will increase | ...K to 3rd teachers will provide literacy instruction on the essential components of reading<br><br>...teachers will use effective instructional strategies based on evidence based modeling<br><br>...schools will leverage resources of teachers trained in effective coaching and modeling strategies<br><br>… students in the targeted schools will demonstrate improved reading proficiency by the end of 3rd grade | |
| **Accountability** | ...holds school leadership accountable for clearly identified, prioritized, and measureable goals in SWP's specific to literacy and reading in K to 3rd grade<br><br>...schools systematically engage all stakeholders in the development of SWPs<br><br>...holds schools accountable for continuous improvement using school data | ...schools will develop procedures to systematically report data on K to 3rd programs<br><br>… teachers will be accountable for student learning and progress monitoring | ...teachers will personalize professional growth through the Teacher Evaluation System | |
| **Monitoring** | ...implements an Instructional Review Process using and Effective Learning Environment Observation Tool (ELEOT) in K to 3rd grade to measure the teaching and learning process and meaningful student engagement | ...teachers will have immediate feedback and information specific to the their instructional process that identifies strengths and areas that need improvement<br><br>...teachers will adjust the teaching and instructional process to focus on areas that need improvement<br><br>...the teaching and learning process will differentiate instruction to meet the needs of students with disabilities | ...Students will be engaged in meaningful and purposeful literacy instruction based on progress data that will lead to improved results | |

**CNMI SIMR: By June 30, 2019, at least 55% of 3rd grade students with IEPs in three target schools will perform at or above reading proficiency against grade level and alternate academic achievement standards as measured by the state assessment.**

|  |  |  | **Short-term** | **Intermediate** | **Long-term** |
|---|---|---|---|---|---|
| **Inputs** | **Strategies / Activities** | **Outputs** |  |  |  |

**Inputs**
- Screening Tools
- RFA Data
- Hexagon tool/process
- Awareness surveys
- Technical Assistance
- Sample SOP's
- Needs Assessments
- Collaboration
- Resources/models
- EVP Resources
- Reading Component Competencies
- IEP Files
- ELEOT Observation tools
- Power Walk Through
- IRP Protocol
- SWP's
- Data Dialogues
- FTE's Funding

**Strategies / Activities**

A1. Implement universal screening in K to 3rd Grade

A2. Implement Early Reading/ Literacy Curriculum

B1. Establish Professional Development and Technical Assistance Structure that include components of effective PD

B2. Implement Coaching and modeling

C. Implement a Collaboration Structure/Model

D.1. Implement Improved SWP process to include SSIP improvement activities

D2. Implement Improved Data Dialogue process

E. Implement Improved Monitoring Process

**Outputs**

Screening Tool selected
Standard Operating Procedures for screening disseminated to schools
Data collection and reporting tool
Developed Screening Observation Fidelity Form

An evidence-based reading curriculum is selected.
Instructional Materials purchased
Fidelity Observation Form developed

District-wide PD and TA Structure are established
PD and TA Scheduled

Collaboration Structure is established as a standard operating procedure at every school Purposeful Learning Community established

Revised SWP and Data Dialogues Process.
SWP indicate resources are for struggling readers.
Data dialogues include specific data on students with disabilities in K to 3rd grade

Revised IRP process to include information specific to learning environments and engagement of students with disabilities.
ELEOT observation tool on app

**Short-term**

Teachers increase knowledge and skills to administer, analyze and interpret STAR data

Teachers increase knowledge and skills in the essential foundations of reading

School Level implementation team increase knowledge and skills in developing appropriate IEPs

Literacy Coaches increase their knowledge and Skills in coaching and modeling instructional practices

District and school personnel increase knowledge and skills in delivering effective professional development

School implementation team (PLC) increase knowledge and skills of effective collaboration

The district and schools increase knowledge and skills in developing School Wide Plans (SWPs) to include specific information on subgroups of students

The district and schools increase knowledge and skills in conducting data dialogues that include performance of subgroups.

**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

Teachers develop appropriate IEPs based on current data

District and schools deliver professional development based on effective PD and TA Structure

Implementation Teams collaborate on instructional planning to meet the needs of all

Schools submit annual SWPS that include SSIP improvement activities

The district increases the use of Instructional Review Process to improve learning environment of students with disabilities

**Long-term**

Students demonstrate grade level reading skills mastery

CNMI has increased capacity infrastructure to scale-up implementation with fidelity

| 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. | **SHORT-TERM:** <br>• Teachers increase knowledge and skills to administer, analyze and interpret STAR data <br>**INTERMEDIATE:** <br>• Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction <br>**LONG-TERM:** <br>• Students demonstrate grade level reading skills mastery |
| | (2) Participation <br> 100% of students with IEPs in K to 3rd grades are screened to determine early literacy or reading proficiency. | |
| **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:** <br>• Teachers increase knowledge and skills to administer, analyze and interpret STAR data <br>**INTERMEDIATE:** <br>• Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br>• Teachers improve instructional practices <br>**LONG-TERM:** <br>• Students demonstrate grade level reading skills mastery. |
| **A 1.2 (SOP's)** 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:** <br>• Teachers increase knowledge and skills to administer, analyze and interpret STAR data <br>**INTERMEDIATE:** <br>• Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction <br>**LONG-TERM:** |

| **SSIP Evaluation Worksheet 1: Outcomes by Evaluation Question and Performance Indicator** | | |
|---|---|---|
| **Evaluation Question** | **Performance Indicator** | **Outcome:** <br> **Short-term, Intermediate, Long-term** <br> *FORMATIVE* |
| | | • Students demonstrate grade level reading skills mastery |
| **A1.3** <br> 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. <br><br> (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:** <br> • Teachers increase knowledge and skills to administer, analyze and interpret STAR data <br> **INTERMEDIATE:** <br> • Teachers implement STAR screening with fidelity and use the data to plan appropriate instruction <br> • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br> • Teachers improve instructional practices <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |
| **A2.** <br> 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: <br><br> • Classroom Environment <br> • Whole Group Instruction <br> • Small Group Instruction <br> • Independent Practice <br><br> Core Curriculum (Journeys) Fidelity Checklist <br><br> ELA Coordinator will observe all ELA K-3 classrooms (target schools) for the whole period. (target is 80% of the classrooms) | **SHORT-TERM:** <br> • Teachers increase knowledge and skills in the essential foundations of reading <br> **INTERMEDIATE:** <br> • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br> • Teachers improve instructional practices <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |

| **SSIP Evaluation Worksheet 1: Outcomes by Evaluation Question and Performance Indicator** | | |
| --- | --- | --- |
| **Evaluation Question** | **Performance Indicator** | **Outcome:** **Short-term, Intermediate, Long-term** *FORMATIVE* |
| **A2.1** 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 <br><br> (9) 100% of teachers demonstrate at least 75% competency in teaching the essential foundations of reading <br><br> (10) 100% of teachers demonstrate improved instructional practices in reading over time <br><br> (11) 100% of students with disabilities have access to evidence-based core instruction | **SHORT-TERM:** <br> • Teachers increase knowledge and skills in the essential foundations of reading <br> **INTERMEDIATE:** <br> • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br> • Teachers improve instructional practices <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |
| **A2.2.** 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 <br><br> (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:** <br> • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br> • Teachers improve instructional practices <br><br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |
| **A2.3.** 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. <br><br> (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:** <br> • Teachers provide evidence-based reading instruction and appropriate interventions to meet students' needs <br> • Teachers improve instructional practices <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |

**SSIP Evaluation Worksheet 1: Outcomes by Evaluation Question and Performance Indicator**

| Evaluation Question | Performance Indicator | Outcome: Short-term, Intermediate, Long-term *FORMATIVE* |
|---|---|---|
| **B1.** To what extent did providers adhere to established PD and TA Structure and Procedures? | (14) 100% of the PD provided to instructional support staff followed the PD structure and protocol. <br><br> (15) 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:** <br> • District and school personnel increase knowledge and skills in delivering effective professional development <br> **INTERMEDIATE:** <br> • District and schools deliver professional development based on effective PD and TA Structure <br> **LONG-TERM:** <br> • CNMI has increased infrastructure to scale-up implementation with fidelity |
| **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? | (16) 100% of special education teachers who perceive their knowledge and skills in developing, reviewing, and revising IEPs has increased. | **SHORT-TERM:** <br> • School level implementation team increase knowledge and skills in developing appropriate IEPs <br> **INTERMEDIATE:** <br> • Teachers develop appropriate IEPs based on current data <br> **LONG-TERM:** <br> 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? | (17) 100% of special education teachers demonstrate competency in delivering instruction that promotes equitable, supportive, and active learning. | **SHORT-TERM:** <br> • School level implementation team increase knowledge and skills in developing appropriate IEPs <br> **INTERMEDIATE:** <br> • Teachers develop appropriate IEPs based on current data <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |

# 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* |
| **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? | (18) 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:** <br> • School level implementation team increase knowledge and skills in developing appropriate IEPs <br> **INTERMEDIATE:** <br> • Teachers develop appropriate IEPs based on current data <br> **LONG-TERM:** <br> • Students demonstrate grade level reading skills mastery |
| **B 2.** To what extent is coaching implemented in the target schools? | (19) 100% of the target schools have literacy coaches assigned to their schools. <br><br> (20) 100% of the schools are in line with national best practices for coaching ratio, 1:10. | **SHORT-TERM:** <br> • Literacy coaches increase their knowledge and skills in coaching and modeling instructional practices |
| | (21) 100% of teachers in target schools report that their instructional practices have improved overtime due to literacy coaching they received. | |
| **C1.** To what extent does collaboration occur at the school level between general education and special education teachers? | (22) 100% of the collaborative meetings occur between general education and special education teacher. <br> Collaboration is defined as: <br> • Participation <br> • Level of engagement <br> • Topic of discussion | **SHORT-TERM:** <br> • School implementation team (PLC) increase knowledge and skills of effective collaboration <br> **INTERMEDIATE:** <br> • Implementation teams collaborate on instructional planning to meet the needs of all students <br> **LONG TERM:** <br> • Students demonstrate grade level reading skills mastery |

| SSIP Evaluation Worksheet 1: Outcomes by Evaluation Question and Performance Indicator | | |
|---|---|---|
| **Evaluation Question** | **Performance Indicator** | **Outcome:**<br>**Short-term, Intermediate, Long-term**<br>*FORMATIVE* |
| **D1**.<br>To what extent do SWP include resources allocated to subgroups of K to 3rd students? | (23) 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:**<br>• The district and schools increase knowledge and skills in developing School Wide Plans (SWPs) to include specific information on subgroups of students<br>**INTERMEDIATE:**<br>• Schools submit annual SWPs that include SSIP improvement activities<br>**LONG TERM**<br>• CNMI has increased infrastructure to scale-up implementation with fidelity |
| **E1.**<br>To what extent does the Instructional Review Process (IRP) impact instructional practices in the classrooms? | (24) Schools will obtain an overall ELEOT score of 3.5 or higher. | **INTERMEDIATE:**<br>• The district increases the use of Instructional Review Process to improve learning environment of students with disabilities<br>**LONG TERM**<br>• CNMI has increased infrastructure to scale-up implementation with fidelity |

**Governance: Leadership**
**SSIP Activity: A1.** Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 1** **A1** To what extent is the universal screening implemented in K to 3rd grade? Participation: All Students | **(1)** 100% of students in K to 3rd grade are screened to determine early literacy or reading proficiency | **Data source/ measurement tool:** Screening Data Collection and Reporting Excel Form Class rosters **Data collection and analysis methods:** Enter the number of students screened using SEL or SR divide by the total number who should have been screened. Only use one score for each child per screening. If student took both SR and SEL, use score of screener that will be used to monitor progress. Students screened with an alternative tool are also counted in total number screened. **Parties responsible:** School Principals | **Collection schedule:** After all screening events/test window **Analysis schedule:** Prior to submission to district office | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | Data: STAR Screening **All Students:** **Participation** Score: 1215/1286= 94% **Screening 1** ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 2** Score: 1265/1297 = 98% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 3** Score: 1283/1301 = 99% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 4** **Score 1304/1308= 99%** ☐ 1 ☐ 2 ☐ 3 ☒ 4 | **Data:** STAR Screening **All Students:** **Participation** **Screening 1** Score: 1240/1253= 99% ☐ 1 ☐ 2 ☐ 3 ☒4 **Screening 2** Score: 1488/1511= 98% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 3** (May 2018) Score: 1259/1269 = 99% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data: STAR Screening **All Students:** **Participation** **Screening 1** Score: 1212/1228=99% September 2018 ☐ 1 ☐ 2 ☐ 3 ☒4 **Screening 2** Score: 1199/1208 = 99% February 2019 ☐ 1 ☐ 2 ☐ 3 ☒4 **Screening #3** Score: 1209/1211=99.8% May 2019 ☐ 1 ☐ 2 ☐ 3 ☒4 | Data: STAR Screening **All Students:** **Participation** **Screening 1** Score:1134/1145= 99% September 2019 ☐ 1 ☐ 2 ☐ 3 ☒4 **Screening 2** Score: 1119/1132=99% December 2019 ☐ 1 ☐ 2 ☐ 3 ☒4 |

**Governance: Leadership**
**SSIP Activity: A1.** Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
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| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 1** **A1** To what extent is the universal screening implemented in K to 3rd grade? Participation: Students with IEPs | **(2)** Participation 100% of students with IEPs in K to 3rd grades are screened to determine early literacy or reading proficiency | **Data source/ measurement tool:** Screening Data Collection and Reporting Excel Form Class roster **Data collection and analysis methods:** Enter the number of students screening using SEL or SR and divide by the total number who should have been screened. Only use one score for each child per screening. If student took both SR and SEL, use score of screener that will be used to monitor progress. **NOTE**: Total number includes students screened with an alternative screener. **Parties responsible:** School Principals | **Collection schedule:** After all screening events/test window **Analysis schedule:** Prior to submission to district office | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | **SY 2016-17** **Data:** STAR Screening **Students with IEPs: Participation** **Screening 1** Score: 84/90 = 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 2** Score: 88/95 = 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 3** Score: 90/97 = 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 4** **Score: (98/101) 97%** ☐ 1 ☐ 2 ☐ 3 ☒ 4 Baseline Data: Screening 4 | **SY 2017-18** **Data:** STAR Screening **Students with IEPs: Participation** **Screening 1** Score: 88/90= 98% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 2** **Score: 101/101= 100%** ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 4 **Screening 3** Score: 131/137 = 96% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | **SY 2018-19** **Data:** STAR Screening **Students with IEPs Participation** **Screening 1** Score: 102/105 =97% ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 2** **Score: 95/95 = 100%** ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 3** Score: 113/117 = 97% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | **SY 2019-20** **Data:** STAR Screening **Students with IEPs Participation** **Screening 1** Score: 106/106 = 100% September 2019 ☐ 1 ☐ 2 ☐ 3 ☒ 4 **Screening 2** Score: 109/109 = 100% December 2019 ☐ 1 ☐ 2 ☐ 3 ☒ 4 |

**Governance: Leadership**
**SSIP Activity: A1.** Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 2** **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 | **Data source/ measurement tool:** Post Training Renaissance Survey on: Purpose, Navigation, Administration Analysis and Interpretation Sign in sheet **Data collection and analysis methods:** Survey conducted after the training. Four (4) items were pulled from survey for scoring and submitted to SSIP Core Team for analysis. Refer to Scoring criteria **Parties responsible:** SSIP Core Team | Collection schedule: After each PD or Training Analysis schedule: Directly after the training | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | Date: October 2016 Score: Purpose: (52/56) 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Navigation: (54/56) 96% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Administration: (52/56) 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Analysis & Interpretation (52/56) 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Date: Nov. 20-21, 2017 Score: (85/96) 89% Purpose of STAR Custom Assessment: ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (81/95) 85% Identification of Intervention: ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (81/95) 85% Planning for Intervention ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (82/96) 85% Assessment for Progress Monitoring: ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Date: March 2019 Score: (56/63) 89% Purpose: ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (59/63) 94% Navigation: ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (58/63) 92% Administration: ☐ 1 ☐ 2 ☐ 3 ☒ 4 Score: (58/63) 92% Analysis & Interpretation ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Date: March 13-18, 2020 Purpose: Score: (84/92) = 91% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Navigation: Score: (84/92) = 91% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Administration: Score: (85/92) = 92% ☐ 1 ☐ 2 ☐ 3 ☒ 4 Analysis & Interpretation Score: (82/92) = 89% ☐ 1 ☐ 2 ☐ 3 ☒ 4 |

**Governance: Leadership**
**SSIP Activity: A1.** Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | | Evaluation of Activity Implementation | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data** **SY 16-17** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 17-18** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 18-19** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 19-20** **Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 3**  **A1.2 (SOP's)** 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. | **Data** source/ measurement tool: Adapted STAR EL/SR Screening Fidelity Form  **Data collection and analysis methods**: Teachers are observed before, during and after administering the screening using the fidelity checklist. Average the score of the schools to establish a percent per screening event (Average of all observation scores).  **Parties responsible**: Principals, V. Principals or their designee | **Collection schedule**: Before, During and After the administration of the screener  **Analysis schedule**: Within one week of the observation | 1= 0 - 25%  2= 26% - 50%  3= 51% - 75%  4= 76% - 100% | Date: October 2016 Screening #2 Score: (30/48) 63% ☐ 1 ☐ 2 ☒ 3 ☐ 4  Date: Jan. 2017 Screening #3 Score: (33/48)  68% ☐ 1 ☐ 2 ☒ 3 ☐ 4  Date: March 2017 Screening #4 Score: (36/41) 88% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Date:  September 2017 Score: (31/57) 54% Screening #1 ☐ 1 ☐ 2 ☒ 3 ☐ 4  Date:  January. 2018 Score: (56/60) 93% Screening #2 ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Date: Sept. 2018 Screening #1: Score:  38/44=86% ☐ 1 ☐ 2 ☐ 3 ☒ 4  Date: February 2019 Screening #2: Score:26/35= 74% ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Date: September 2019 Screening #1 Score: 20/29 = 69% ☐ 1 ☐ 2 ☒ 3 ☐ 4  Date: December 2019 Screening #1 Score:22/29 = 76% ☐ 1 ☐ 2 ☐ 3 ☒ 4  Data collected from new teachers and teachers struggling with administration. |

**Governance: Leadership**
**SSIP Activity: A1.** Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **SY 16-17 Data/Score** Data used to determine score, mark score. | **Baseline Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 4**<br><br>**A1.3**<br>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. | **Data source/ measurement tool**: RL Instructional Planning Tool<br><br>**Data collection and analysis methods**: Principals review the online RL Instructional Planning Tools of all teachers and determine average of teachers use per school<br><br>**Parties responsible**: Principals | Collection schedule: Quarterly | 1= 0 - 25%<br><br>2= 26% - 50%<br><br>3= 51% - 75%<br><br>4= 76% - 100% | Data: Average of STAR Classroom Instructional Planning Report<br><br>Date: February 2017<br><br>Score: (57/57) 100%<br><br>☐ 1<br>☐ 2<br>☐ 3<br>☒ 4 | Data: Average of STAR Classroom Instructional Planning Report<br><br>Date: February 2018<br><br>Score: (63/63) 100%<br><br>☐ 1<br>☐ 2<br>☐ 3<br>☒ 4<br><br>WSR: 20/20=100%<br>SVS: 21/21=100%<br>GES: 22 /22=100% | Data: Average of STAR Classroom Instructional Planning Report<br><br>**Date:** February 2019<br><br>Score: (63/63) =100%<br><br>☐ 1<br>☐ 2<br>☐ 3<br>☒ 4<br><br>WSR: 22/22=100%<br>SVS: 21/21=100%<br>GES: 20/20=100% | Data: Average of STAR Classroom Instructional Planning Report<br><br>Date: February 2020<br><br>Score: (56/56) = 100%<br><br>☐ 1<br>☐ 2<br>☐ 3<br>☒ 4<br><br>WSR: 20/20=100%<br>SVS: 19/19=100%<br>GES: 17/17=100% |

**Governance: Leadership**
**SSIP Activity:  A1.**  Implement universal screening in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Data/Score** Data used to determine score, mark score. | **Baseline Data** **SY 17-18** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 18-19** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 19-20** **Data/Score** Data used to determine score, mark score. |
| **Evaluation Question #4** **A1.3 (Continued)** As a result of PD, TA and coaching, to what extent was there increased use of screening data to improve reading instruction? | **(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 | **Data source/ measurement tool**: • PLC Observation Form • PLC Agenda • PLC Meeting Minutes and Attendance Sheet  **Data collection and analysis methods**: Report data for 1 observation per month per grade level per school with a focus on Data Discussion. Observer input data on PLC Observation Form: Data discussion  **Parties responsible**: Principal or designee | **Collection schedule**: At least 1 x per month per grade level per school.  **Analysis schedule**: After every observation, Data Discussion Score based on: PLC Observation Form – Item J – | 1= 0 - 29% 2= 30 - 69% 3= 70 - 90% 4= 91 - 100%  Definition of Level of Engagement: Item J – all members provided input during discussion (Rating of contribution) MOST: At least 75% engaged in discussion MANY: 51% - 74% SOME: 25% - 50% engaged in discussion FEW: Below 25% engaged in discussion. | Data:  PLC Observation Form Date: February 2017:  Score: Participation (9/14) 64% ☐ 1 ☒ 2 ☐ 3 ☐ 4  Level of Engagement (12/14) 86% ☐ 1 ☐ 2 ☒ 3 ☐ 4  Data Discussion (13/14) 93% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data:  PLC Observation Form Date: February 2018  Period: August 2017- February 2018  Score: # of observations with a rating of "3"/total # of observations; Purpose is to capture collaboration;  Data Discussion (10/13) 77% ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data:  PLC Observation Form Date: February 2019  Period: August 2018- March 6, 2019  Data Discussion (85/88) 97% ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data: PLC Observation Form  Period: August 2019 – March 2020  Data Discussion (44/44) = 100% ☐ 1 ☐ 2 ☐ 3 ☒ 4 |

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| Evaluation Question<br>Implemented activity from logic model or action plan | Performance Indicator<br>How we will know the outcome is achieved | Sources/Methodology<br>Data source/measurement tool, collection and analysis methods, and parties responsible. | Schedule<br>Data collection and Frequency | Scoring Criteria<br>Criteria for scoring/rating implementation. | Data/Score<br>Data used to determine score, mark score. | Baseline Data<br>SY 17-18<br>Data/Score<br>Data used to determine score, mark score. | Progress Data<br>SY 18-19<br>Data/Score<br>Data used to determine score, mark score. | Progress Data<br>SY 19-20<br>Data used to determine score, mark score. |
| **Evaluation Question #5**<br><br>**A2.**<br>To what extent is the early literacy and reading curriculum implemented with fidelity in the schools? | (7)<br>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:<br><br>• Classroom Environment<br>• Whole Group Instruction<br>• Small Group Instruction<br>• Independent Practice<br><br>• Core Curriculum (Journeys) Fidelity Checklist<br>ELA Coordinator will observe all ELA K-3 classrooms (target schools) for the whole period! (target is 80% of the classrooms) | Data source/ measurement tool: Journeys Core Curriculum Fidelity Checklist<br><br>Data collection and analysis methods: Using the Instructional Review Process.<br>• Total number of classrooms observed<br>• Each classroom observation rated and assigned score per indicator.<br>• Average score per school.<br>• Average all schools for SSIP reporting tool<br>• Data to be analyzed with school leadership upon completion of the review.<br>Parties responsible: Office of Curriculum & Instruction (OI) | Collection schedule:<br><br>State Level: Once per year<br>• SY2018-19: 80% of the K-3 ELA classrooms in target schools - observe for the complete 120 minutes.<br>• Conducted by OCI office<br><br>School Level: To be conducted throughout the year by the administrators and Literacy Coaches.<br><br>Analysis schedule: With 2 weeks of observations | 1= 0 - 25%<br><br>2= 26% - 50%<br><br>3= 51% - 75%<br><br>4= 76% - 100% | April 2017:<br>No Data to date. | *Data: Journeys Common Core Observation Checklist<br><br>Date: SY2017-18<br>Score: 0/10=0%<br>☒ 1<br>☐ 2<br>☐ 3<br>☐ 4 | Data: Journeys Common Core Observation Checklist<br><br>Date: SY 2018-19:<br># of teachers observed= 25<br><br>**Percent of teachers observed**:<br>GES:8 (18) = 44%<br>SVS=7 (19) =37%<br>WSR=10 (20) =50%<br>Average: 44%<br><br>**Fidelity**:<br>GES: 0/8=0%<br>SVS: 0/7=0%<br>WSR: 2/10=20%<br>Average=8%<br><br>Date: SY 2018-19<br>Score: 2/25 = 8%<br>☒ 1<br>☐ 2<br>☐ 3<br>☐ 4 | Data: Journeys Common Core Observation Checklist<br><br>Data: SY 2019-20<br># of teachers = 56<br><br>**Percent of teachers observed:**<br>GES = (6/17) = 35%<br>SVS= (6/19) =32%<br>WSR= (5/20) =25%<br>Average: 30%<br><br>**Fidelity:**<br>GES: 5/6 =83%<br>SVS: 4/6 =67%<br>WSR: 5/5 = 100%<br>Average=82%<br><br>Date: SY 2019-20<br>Score: 14/17 = 82%<br>☐ 1<br>☐ 2<br>☐ 3<br>☒ 4 |

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Data Score** Data used to determine score, mark score. | | **Baseline Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 6**  **A2.1** 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 | **Data source/ measurement tool:** Pre- and Post-Perception Survey (Comparison to self before and after training) administered in February 2017)  **Data collection and Analysis Methods:** Comparison of responses for survey 1, 2 & 3  Initial Survey of all components in 2/25/16.  **Training Schedule Feb. 2017:** Phonemic Awareness and Phonics **Mar 2017:** Fluency and Vocab **Fall 2017:** Comprehension **Parties responsible:** SSIP Core Team | **Collection schedule:**  Will administer the survey on the first three questions upon completion of JoDoCo training in March  **Analysis schedule:**  Upon completion of the training  Comprehension: I know strategies that support my students' ability to understand what is read. | 1 = 0 -25% 2= 26% - 50% 3 = 51% - 75% 4 = 76% - 100% | Survey 1 **Feb. 2016 (Baseline)** Big Ideas Score 16.3 (8/48) ☒ 1  Phonemic Awareness Score 12.2% (6/49) ☒ 1 Phonics Score 28.6% (14/49) ☒2 Fluency Score 10.2% (5/49) ☒ 1 Vocabulary Score 6.1% (3/49) ☒ 1 Comprehension Score 6.3% (3/48) ☒ 1 | Survey 2 **Feb. 2017** Big Ideas Score: 43% (19/44) ☒ 2  Phonemic Awareness Score: 49% (26/44) ☒ 2  Phonics Score: 50% (22/44) ☒ 2  **Mar 2017** Fluency Score 33% (19/57) ☒ 2  Vocabulary Score 44% (25/57) ☒ 3 | Survey 3  Comprehension Score: (72/96)75% ☐ 1 ☐ 2 ☒ 3 ☐ 4  Score was based on the percentage of teachers that rated themselves as: • I believe I know about this well enough to implement in my classroom. I fully have knowledge about this and have incorporated this in my classroom. | Survey March 2019 Big Ideas Score: (31/64) 48% ☒ 2  Phonemic Awareness Score: (42/64) 66% ☒ 3  Phonics Score: (43/64) 67% ☒3  Fluency Score: (40/64) 63% ☒ 3  Vocabulary Score: (43/64) 67% ☒ 3  Comprehension Score: (45/64) 70% ☒ 3 | Survey March 2020 Big Ideas Score: (43/92) = 47% ☒ 2  Phonemic Awareness Score: (58/92) =63% ☒ 3  Phonics Score: (63/92) = 68% ☒ 4  Fluency Score: (58/92) = 63% ☒ 3  Vocabulary Score: (63/92) = 68% ☒ 3  Comprehension Score: (62/92) = 67% ☒ 3 |

**Item #9 has been merged with Item #7.**

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | |
|---|---|---|---|---|---|---|---|
| **Evaluation Question**<br>Implemented activity from logic model or action plan | **Performance Indicator**<br>How we will know the outcome is achieved | **Sources/Methodology**<br>Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule**<br>Data collection and Frequency | **Scoring Criteria**<br>Criteria for scoring/rating implementation | **Baseline Data**<br>**SY 17-18**<br>**Data/Score**<br>Data used to determine score, mark score. | **Progress Data**<br>**SY 18-19**<br>**Data/Score**<br>Data used to determine score, mark score. | **Progress Data**<br>**SY 19-20**<br>**Data/Score**<br>Data used to determine score, mark score. |
| **Evaluation Question # 6**<br><br>**A2.1 (continued)**<br>To what extent do the teachers at the three SSIP Target Schools demonstrate competency in teaching the essential components of reading. | **(10)**<br>100% of teachers demonstrate improved instructional practices in reading over time | **Data source/ measurement tool:**<br>Journeys Common Core Classroom Observation form<br><br>**Data collection and analysis methods:**<br>The IRP using the Journeys Observation Form.<br><br>Average all grade levels<br>Average of all schools<br><br>**Parties responsible:**<br>OCI | **Collection schedule:**<br>State Level:<br>1 x per year<br><br><br>**Analysis schedule:**<br>Upon Completion of the IRP | 1= 0 - 25%<br><br>2= 26% - 50%<br><br>3= 51% - 75%<br><br>4= 76% - 100% | Data:<br>Average of all schools<br>Date:<br><br><br>Score:<br>☐ 1<br>☐ 2<br>☐ 3<br>☐ 4 | Data:<br>Average of all schools<br>Date:<br><br>Score:<br>☐ 1<br>☐ 2<br>☐ 3<br>☐ 4<br><br>**Data**: SY2017-18<br>**Score**: 0/10 = 0%<br><br>**Data**: SY2018-19<br>**Score**: 2/25 = 8% | Data:<br>Average of all schools<br>Date: March 2020<br><br>Score: 0/12 = 0%<br>☒ 1<br>☐ 2<br>☐ 3<br>☐ 4 |

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation | **Baseline Data** **SY 17-18** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 17-18** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 18-19** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 19-20** **Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 6** **A2.1 (continued)** To what extent do the teachers at the three SSIP Target Schools demonstrate competency in teaching the essential components of reading. | **(11)** 100% of students with disabilities have access to evidence-based core instruction  For SSIP Reporting, the average score of the three schools is reported. The Indicators Rated A1 Learners engage in differentiated learning opportunities and/or activities that meet their needs C3 Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks D3 Learners are actively engaged in the learning activities | **Data source/ measurement tool:** IRP Debrief Report: ELEOT Ratings Teacher Interviews  **Data collection and analysis methods:** Three (3) indicators were used to measure this evaluation question. For each school, the percent of classroom observations using the ELEOT Tool rated as "very evident" and "evident" on each of the items, were calculated and averaged for all three schools.  **Parties Responsible**: OCI | **Collection schedule:** 1 x per year during the IRP  **Analysis schedule:** Directly after the IRP report is issued to principals  **Parties responsible:** OCI | 1= 0 - 25%  2= 26% - 50%  3= 51% - 75%  4= 76% - 100% | **Data: ELEOT** **Date/Score** **SY14-15** A1: 85% C4: 87% C5: 54% **Average: 75%** ☐1 ☐2 ☐3 ☒4 **SY15-16** A1: 90% C4: 87% C5: 78% **Average: 85%** ☐1 ☐2 ☐3 ☒4 **SY16-17** A1: 94% C4: 98% C5: 95% **Average 96%** ☐1 ☐2 ☐3 ☒4 | **Data: ELEOT** **Date/Score** **SY 17-18** A1: 47% C4: 91% C5: 64% **Average: 67%** ☐1 ☐2 ☒3 ☐4 | **Data: ELEOT** **Date/Score** **SY 18-19** A1: 67% C3: 100% D3: 100% **Average: 89%** ☐1 ☐2 ☐3 ☒4 | **Data: ELEOT** **Date/Score** **SY 19-20** A1: 60% C3: 80% D3: 73%  Average: 71% ☐1 ☐2 ☒3 ☐4 |

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score (12)** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score (12)** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score (12.1)** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score (12.1)** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 7** A2.2. To what extent did\ student performance improve over time? (Long Term Outcome) | **(12) IEPs** 100% of students with disabilities increased their reading performance over time as measured by the STAR Early Literacy and STAR Reading New Data Collection for SY2017-18: **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. | Data source/ measurement tool: STAR EL and STAR Reading proficiency scores STAR EL and STAR Reading reporting form Data collection and analysis methods: Principals transfer data from STAR reports to reporting form. Data collected after each screening event reported by grade. For SSIP Reporting, last screening results of the year will be used to measure this performance indicator Total number of students with IEPs at or above benchmark divided by total number of students with IEPs screened. For SSIP reporting, average of all grades and school reports. | Collection schedule: After each screening Analysis schedule: Data dialogues for instructional purposes at school, grade, and classroom level. Parties responsible: Principals | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | Data: STAR Screening Students with IEPs: Proficiency Screening 1 Score: (6/84) = 7% ☒1 ☐2 ☐3 ☐4 Screening 2 Score: (12/88) = 14% ☒1 ☐2 ☐3 ☐4 Screening 3 Score: (8/90) = 9% ☒1 ☐2 ☐3 ☐4 Screening 4 Score: (14/98) 14% ☒1 ☐2 ☐3 ☐4 | Data: STAR Screening Students with IEPs: Proficiency Screening 1-Sept 2017 Score: (10/88) = 11% ☒1 ☐2 ☐3 ☐4 Screening 2- January 2018 Score: (8/101) = 8% ☒1 ☐2 ☐3 ☐4 Screening 3 – May 2018 Score: 16/131 = 12% ☒1 ☐2 ☐3 | Data: STAR Screening Students with IEPs: Proficiency Screening 1: Sept 2018 Score: (6/102) = 6% ☒1 ☐2 ☐3 ☐4 Screening 2: Feb 2019 Score: (8/95) = 9% ☒1 ☐2 ☐3 ☐4 SY2018-19 Screening #3: May 2019 Score: 9/113=8% ☒1 ☐2 ☐3 SY2019-20 Screening #1: Sept 2019 Score: 7/106 =7% ☐1 ☒2 ☐3 ☐4 Screening #2: Dec 2019 Score: 8/109=7% ☒1 ☐2 ☐3 ☐4 | Data: STAR Screening for Students with IEPs-Improvement level from Screening #1 to Screening#2 Summary Statement #1: (b+c)/(a+b+c+d) = Score: (41/64) =64% ☐1 ☐2 ☒3 ☐4 Summary Statement #2: (d+e)/(a+b+c+d+e) = Score: (31/87) =36% ☐1 ☒2 ☐3 ☐4 | Data: STAR Screening for Students with IEPs-Improvement level from Screening #1 to Screening#3 **SY2017-18: SCR#1to SCR#3** Summary Statement #1: (b+c)/(a+b+c+d) = Score: (57/78)=73% ☐1 ☐2 ☒3 ☐4 Summary Statement #2: (d+e)/(a+b+c+d+e)= Score: (39/99) =39% ☐1 ☒2 ☐3 ☐4 **SY2018-19: SCR#1to SCR#2** Summary Outcome Statement #1: (b+c)/(a+b+c+d) = Score: (56/82)=68% ☐1 ☐2 ☒3 ☐4 Summary Outcome Statement #2: (d+e)/(a+b+c+d+e) = Score: (11/86)= 13% ☒1 ☐2 ☐3 ☐4 | Data: STAR Screening for Students with IEPs-Improvement level from Screening #1 to Screening#3 SY2018-19: SCR#1 to SCR#3: Summary Statement #1: Score 78/94 = 83% ☐1 ☐2 ☐3 ☒4 Summary Statement #2: Score 13/98 = 13% ☒1 ☐2 ☐3 ☐4 SY19-20: SCR#1 to SCR#2 Summary Statement #1: Score: 40/57 = 70% ☐1 ☐2 ☒3 ☐4 Summary Statement #2: Score: 6/62 =10% ☒1 ☐2 ☐3 ☐4 For SY19-20, data is from 2 of the 3 schools. |

**Governance: Leadership**
**SSIP Activity: A2.** Implement Early Literacy and Reading Curriculum

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score (13)** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score (13)** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score (13.1)** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score (13.1)** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 8** A2.3. What are the overall impacts for reading instruction for students with or without disabilities? | **(13) ALL** 100% of all students increased their reading proficiency over time as measured by STAR Early Literacy and STAR Reading Assessments. New Data Collection for SY2017-18: **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. | Data source/ measurement tool: STAR EL and STAR Reading Proficiency scores STAR EL and STAR Reading reporting form (excel form) Data collection and analysis methods: For SSIP Reporting, last screening results of the year will be used to measure this performance indicator Total number of students at or above proficiency divided by total number of students. For SSIP reporting, average of all grades and school reports. Explain % of movement within performance benchmarks | Collection schedule: 2016-2017 Analysis schedule: Last Screening results of the of the year | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | Data: STAR Screening All Students: Proficiency Screening 1 Score: 310/1215= 26% ☐1☒2☐3☐4 Screening 2 Score: 488/1265 = 39% ☐1☒2☐3☐4 Screening 3 Score: 503/1283 = 39% ☐1☒2☐3☐4 Screening 4 Score 536/1308= 41% ☐1☒2☐3☐4 | Data: STAR Screening All Students: Proficiency Screening 1 Score: 406/1240= 33% ☐1☒2☐3☐4 Screening 2 Score: 469/1488= 32% ☐1☒2☐3☐4 Screening 3 Score: 565/1259 = 45% | Data: STAR Screening All Students: Proficiency Screening 1 Score: 384/1210 = 32% Screening 2 Score: 451/1199=38% SY2018-19 Screening 3 Score: 544/1209=45% ☐1☒2☐3☐4 SY2019-20 Screening #1: Score:374/1134=33% ☐1☒2☐3☐4 Screening #2 Score: 456/1119=41% ☐1☒2☐3☐4 | Data: STAR Screening for All Students' Improvement level from Screening #1 to Screening#2 Summary Outcome Statement #1: (b+c)/(a+b+c+d) = Score: (567/868) =65% ☐1☐2☒3☐4 Summary Outcome Statement #2: (d+e)/(a+b+c+d+e) = Score: (459/1173) =39% ☐1☒2☐3☐4 | Data: STAR Screening for Students with IEPs- Improvement level from Screening #1 to Screening#3 534/809 = 66% **SY2017-18: SCR#1to SCR#3** Summary Outcome Statement #1: (b+c)/(a+b+c+d) = Score: (606/850) =71% ☐1☐2☒3☐4 Summary Outcome Statement #2: (d+e)/(a+b+c+d+e) = Score: (459/1173) =39% ☐1☒2☐3☐4 **SY2018-19: SCR#1to SCR#2** Summary Outcome Statement #1: (b+c)/(a+b+c+d) = Score: (570/826) =69% ☐1☐2☒3☐4 Summary Outcome Statement #2: (d+e)/(a+b+c+d+e) = Score: (427/1114) = 38% ☐1☒2☐3☐4 | 13. 1 SY2018-19: Screening #1 to #3 Summary Statement #1 534/809 = 66% ☐1☐2☒3☐4 Summary Statement #2 538/1117 = 48% ☐1☒2☐3☐4 SY2019-20 SCR#1 TO SCR#2 Summary Statement #1: Score: (274/422) = 65% ☐1☐2☒3☐4 Summary Statement #2: Score: 278/624=45% ☐1☒2☐3☐4 *Data for SY2019-20 only reflects 2 of the 3 schools. |

**Professional Development**
**SSIP Activity: B1.** Establish PD and TA Structure that include components for effective PD

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 9** **B1** To what extent did providers adhere to established PD and TA Structure and Procedures | **(14)** 100% of the PD provided to instructional support staff followed the PD structure and protocol | Data source/ measurement tool: PD Protocol for 3 major PD events in SY 16-17 <br>• Journeys <br>• Renaissance STAR <br>• Foundations of Reading <br>Data collection and analysis methods: File Review of the protocol filled out and submitted to Office of ARE <br>• <br>Parties responsible: OCI and SSIP Core Team | Collection schedule: PD Protocol submitted to ARE prior to PD. <br><br>Analysis schedule: Prior to PD. | 1= 0 – 25% <br><br>2= 26% - 50% <br><br>3= 51% - 75% <br><br>4= 76% - 100% | Data: PD Protocol Dates: Journeys Fall 2016 <br><br>Renaissance STAR Fall 2016 <br><br>Foundations of Reading Spring 2017 <br><br>Score: 67% (2/3) <br>☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: PD Protocol Dates: PDs as of March 2018: <br>• Journeys 2017 <br>• Renaissance STAR 2017 <br>• Foundations of Reading 2017 <br>• Parent Forum <br>• SPED SDI <br><br>Score: 80% (4/5) <br>☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data: PD Protocol Dates: PDs as of March 2019: <br><br>• Foundations of Reading: New Teachers <br>• "Impact Cycle" – Coaches & Principals <br>• IEP Training <br>• Certification of Coaches <br><br>Score: 25% (1/4) <br>☒ 1 ☐ 2 ☐ 3 ☐ 4 | Data: PD Protocol Dates: PDs as of March 2020 <br><br>• Impact Cycle <br>• Guided Reading <br>• Foundations for Reading -web based <br>• Renaissance Platform <br><br>Score: 4/4 = 100% <br>☐ 1 ☐ 2 ☐ 3 ☒ 4 |

| Professional Development |
|---|
| **SSIP Activity: B1.** Establish PD and TA Structure that include components for effective PD |

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 9** <br><br>**B1 (Continued)** To what extent did providers adhere to established PD and TA Structure and Procedures | **(15)** 100% of PD Participants report that they were satisfied with the quality and intensity of the PD and opportunities for practice and feedback provided | **Data source/ measurement tool:** Post PD Survey Include practice-based opportunity questions Modeling, Spaced, Varied Learning Opportunities, Coaching and Feedback, Analyzing and Reflecting Scaffolding Include practice-based opportunities essentials as part of PD and TA Structure <br><br>**Data collection and analysis methods:** For SSIP Reporting, average responses of all components <br><br>**Parties responsible:** ARE (Lead for Professional Development Activity) | **Collection schedule:** Immediate after PD event <br><br>**Analysis schedule:** After PD | 1= 0 - 25% <br><br>2= 26% - 50% <br><br>3= 51% - 75% <br><br>4= 76% - 100% | **Data:** Post PD Survey Foundations for Reading **Date:** March 2017 Modeling: (60/70) =86% **Score:** ☐ 1 ☐ 2 ☐ 3 ☒ 4 Spaced: (42/70) =60% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 Varied learning opportunities: (54/70) =77% **Score:** ☐ 1 ☐ 2 ☒ 3 ☐ 4 Coaching & Feedback: (39/70) =56% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 Analyzing & Reflecting: (49/70) =70% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 Scaffolding: (51/70) =73% Score ☐ 1 ☒ 2 ☐ 3 ☐ 4 | **Data:** Post PD Survey Foundations for Reading **Date:** March 2018 <br><br>Modeling: (59/73) =81% **Score:** ☐ 1 ☐ 2 ☐ 3 ☒ 4 Spaced: No available data **Score:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 Varied learning opportunities: No available data **Score:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 Coaching & Feedback: (58/73) =79% **Score:** ☐ 1 ☐ 2 ☐ 3 ☒ 4 Analyzing & Reflecting: (62/73) =85% **Score:** ☐ 1 ☐ 2 ☐ 3 ☒ 4 Scaffolding: No data available ☐ 1 ☐ 2 ☐ 3 ☐ 4 | **Data:** Post PD Survey **Date:** March 2019 <br><br>**Modeling:** (49/64) =77% **Score:** ☐ 1 ☐ 2 ☐ 3 ☒ 4 <br><br>**Spaced:** (21/64) 33% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Varied learning opportunities:** (30/64) 47% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Coaching & Feedback:** (31/64) 48% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Analyzing & Reflecting:** (32/64) 50% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Scaffolding:** (32/64) 50% Score: ☐ 1 ☒ 2 ☐ 3 ☐ 4 | **Data:** Post PD Survey **Date:** March 2020 <br><br>**Modeling:** (63/92) =68% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Spaced:** (32/02) 35% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Varied learning opportunities:** (42/92) 46% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Coaching & Feedback:** (46/92) 50% **Score:** ☐ 1 ☒ 2 ☐ 3 ☐ 4 <br><br>**Analyzing & Reflecting:** (50/92) 54% **Score:** ☐ 1 ☐ 2 ☒ 3 ☐ 4 <br><br>**Scaffolding:** (51/92) 55% Score: ☐ 1 ☐ 2 ☒ 3 ☐ 4 |

**Professional Development**
**SSIP Activity: B1**. Establish PD and TA Structure that include components for effective PD

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Evaluation Question Implemented activity from logic model or action plan | Performance Indicator How we will know the outcome is achieved | Sources/Methodology Data source/measurement tool, collection and analysis methods, and parties responsible. | Schedule Data collection and Frequency | Scoring Criteria Criteria for scoring/rating implementation. | Baseline Data SY 16-17 Data/Score Data used to determine score, mark score. | | Progress Data SY 17-18 Data/Score Data used to determine score, mark score. | Progress Data SY 18-19 Data/Score Data used to determine score, mark score. | Progress Data SY 19-20 Data/Score Data used to determine score, mark score. |
| **Evaluation Question # 10**  **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 | **(16)** 100% of special education teachers who perceive their knowledge and skills in developing, reviewing, and revising IEPs has increased.  The PLAAFP and Annual Goal indicators each had nine items for teachers to rate their level of competency. The SDI indicator had three items. | Data source/ measurement tool: Self-Assessment Post TA Survey  Data collection and analysis methods: Survey on competence level on three indicators: • PLAAFP • Annual Goals • Specially-designed instruction For the PDs conducted for SY2018-19, three PDs sessions were conducted for the three SSIP target schools. Teachers were asked to rate their knowledge of PLAAFP, Annual Goals, and "specially-designed instruction" after the training. The score included the percentage of teachers that related their knowledge level as moderate or high after the training. | Collection schedule: Post TA    Parties responsible: Teachers and Principals | 1= 0 - 25%  2= 26% - 50%  3= 51% - 75%  4= 76% - 100% | Data: Post-training /TA Survey 1 May 2016 PLAAFP: (2/8) 25% ☒ 1☐ 2☐ 3☐ 4  Annual Goals (1/8) 13% ☒ 1☐ 2☐ 3☐ 4  Specially-designed Instruction: (1/8) 13% ☒ 1☐ 2☐ 3☐ 4 | Data: Post-training /TA Survey 1-March 2017 PLAAFP: (3/10) 30% ☐ 1☒2☐ 3 ☐ 4  Annual Goals: (5/10) 50% ☐ 1☐2☒ 3 ☐ 4  Specially-designed Instruction: (23/10) 30% ☐ 1☒ 2☐ 3☐ 4 | Data: Post-training /TA Survey: November 2017 PLAAFP: (101/116) 87% ☐ 1☐2☐ 3☒ 4  Annual Goals: (5/10) 50% ☐ 1☐2☒ 3☐ 4  Specially-designed Instruction: 101/116=87% ☐ 1☐ 2☐ 3☒ 4 | Data: Post-training/TA Survey: March 2019  PLAAFP: 100% ☐ 1☐2☐ 3☒ 4    Annual Goals:100% ☐ 1☐2☐ 3☒ 4   Specially-designed Instruction: 63% ☐ 1☐2☒ 3☐ 4 | Data: Post-training/TA Survey: March 2020  PLAAFP: 90% ☐ 1☐2☐ 3☒ 4    Annual Goals:70% ☐ 1☐2☒ 3☐ 4   Specially-designed Instruction: 70% ☐ 1☐2☒ 3☐ 4 |

**Professional Development**
**SSIP Activity: B1.** Establish PD and TA Structure that include components for effective PD

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 11**<br><br>**B.1.2**<br>To what extent did the special education teachers at the Target Schools demonstrate competency in delivering specially designed instruction to students with IEPs? | **(17)** 100% of special education teachers demonstrate competency in delivering instruction that promotes equitable, supportive, and active learning. | Data source/ measurement tool:<br>• Classroom Observation Form (ELEOT A1, A2, C3, D3)<br>• SPED Teacher Interview<br>• Review of UBD Lesson Plans<br>Data collection and analysis methods:<br>Total number of teachers observed<br>Rate each teacher observation and assign score per indicator. Average score for 3 schools for reporting<br>A1: Learners engage in differentiated learning opportunities and/or activities that meet their needs.<br>A2: Learners have equal access to classroom discussions, activities, resources, technology, and support.<br>C3: Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.<br>D3: Learners are actively engaged in the learning activities. | Collection schedule:<br>Annually<br><br>Analysis schedule:<br>Annually<br><br>Parties responsible:<br>OCI | 1= 0 - 25%<br>2= 26% - 50%<br>3= 51% - 75%<br>4= 76% - 100%<br><br><br>% of teachers scoring "Very Evident" and "Evident" on ELEOT Tool | Data: ELEOT: Average of all Schools Date /Score<br>SY 2014-15 100%<br>A1: 100%<br>A2: 100%<br>C4:100%<br>☐1☐2☐3☒4<br><br>SY 2015-16 94%<br>A1: 100%<br>A2: 83%<br>C4: 100%<br>☐1☐2☐3☒4<br><br>SY 2016-17 95%<br>A1: 100%<br>A2: 86%<br>C4: 100%<br>☐1☐2☐3☒4 | Data: ELEOT: Average of all Schools Date /Score<br>SY 2017-18 73%<br>A1: 47%<br>A2: 80 %<br>C4:91 %<br>☐1☐2☒3☐4 | Data: ELEOT: Average of all Schools Date /Score<br>SY 2018-19 100%<br><br>A1: 100%<br>A2: 100%<br>C3: 100%<br>D3: 100%<br>☐1☐2☐3☒4 | Data: ELEOT: Average of all Schools Date /Score<br>SY 2019-20 0%<br><br>For SY2019-2020, zero ELEOT observations done on SPED teachers as of March 10, 2020. |

**Professional Development**
**SSIP Activity: B1.** Provide TA to Schools on IEP process, development and specially designed instruction

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 12** **B.1.3 (IEPs)** 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 | **(18)** 100% of IEPs 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. | Data source/ measurement tool: Adapted IEP File review Checklist  Data collection and analysis methods: Review IEPs of students in K to 3rd grade in Target schools developed in SY 2016-2017.  Rate each IEP. Count the IEPs with Progressing and Promising Practice and divide by total IEPs  Rating Scale 1= Unacceptable 2= Emerging 3= Progressing 4= Promising Practice  Parties responsible: Data Manger and Data Clerk | Collection schedule: Annually ~~by~~ every March  Analysis schedule: Every March | 1= 0 - 25% 2= 26% - 50% 3= 51% - 75% 4= 76% - 100% | Data: File Review Average of All IEPs Date: March 2017 Score:  PLAAFP's (12/27)  44% ☐ 1 ☒ 2 ☐ 3 ☐ 4  Goals (20/27)  74% ☐ 1 ☐ 2 ☒ 3 ☐ 4  SDI (15/27) 57% ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: File Review Average of All IEPs Date: March 2018 Score:  PLAAFP's (27/27)  100% ☐ 1 ☐ 2 ☐ 3 ☒ 4  Annual Goals (18/27)  67% ☐ 1 ☐ 2 ☒ 3 ☐ 4  SDI (2/27) 7% ☒ 1 ☐ 2 ☐ 3 ☐ 4 | Data: File Review Average of all IEPs Date: February 2019  PLAAFPs (8/27)  30% ☐ 1 ☒ 2 ☐ 3 ☐ 4  Annual Goals (7/27)  26% ☐ 1 ☒ 2 ☐ 3 ☐ 4  SDI (1/27)  3.7% ☒ 1 ☐ 2 ☐ 3 ☐ 4 | Data: File Review Average of all IEPs Date: March 2020  PLAAFPs (16/27)  59% ☐ 1 ☒ 2 ☐ 3 ☐ 4  Annual Goals (4/27)  15% ☒ 1 ☐ 2 ☐ 3 ☐ 4  SDI (2/27)  7% ☒ 1 ☐ 2 ☐ 3 ☐ 4 |

**Professional Development**
**SSIP Activity: B2.** Implement Coaching and Modeling in K to 3rd Grade

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation. | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Baseline Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 13** **B 2** To what extent is coaching implemented in the target schools | **(19)** 100% of the target schools have literacy coaches assigned to their schools **(20)** 100% of the schools are in line with national best practices for coaching ratio, 1:10 **(21)** 100% of teachers in target schools report that their instructional practices have improved overtime due to literacy coaching they received. | Data source/ measurement tool: FTE assignments Job Descriptions  Data collection and analysis methods: • Review literacy coach to teacher ratio to determine alignment with best practice  Overall Score for # of coaches: 100% or rubric of 4 (3 of 3 school)  Overall score for Ratio: 33% or rubric of 2 (1 of 3 schools)  Indicator 21: Percent of teachers that indicated they were very satisfied or satisfied with the improvement of instructional practices as a result of the support provided by the Literacy Coach on Literacy Coaching Implementation Survey.  Parties responsible: Principals/Office of Accountability, Research, and Evaluation (ARE) | Collection schedule: March 2017  Analysis schedule: | 1= 0 - 25%  2= 26% - 50%  3= 51% - 75%  4= 76% - 100% | Data: FTE Assignments Date: As of December 2016 Score: School 1     Ratio (1:9) ☐ 1     ☒ 4 ☐ 2 ☐ 3 ☒ 4 School 2     Ratio (1:19) ☐ 1     ☒ 1 ☐ 2 ☐ 3 ☒ 4 School 3     Ratio 1 (1:20) ☐ 1     ☒ 1 ☐ 2 ☐ 3 ☒ 4  Ratio Average: ☒ 2 | Data: FTE Assignments Date: As of December 2017 Score: School 1     Ratio (1:18): ☐ 1     ☒ 1 ☐ 2 ☐ 3 ☒ 4  School 2     Ratio (1:10): ☐ 1     ☒ 4 ☐ 2 ☐ 3 ☒ 4 School 3     Ratio (1:20): ☐ 1     ☒ 1 ☐ 2 ☐ 3 ☒ 4  Ratio Average: ☒ 2 SY2018-19: GES: 1:9 SVS:1:10 WSR: 1:10 | Data: Literacy Implementation Survey Date: March 2018 Score:  Indicator 21: Survey Question: How satisfied are you with the improvement of your instructional practices as a result of the support provided by the Literacy Coach?  Baseline Data: Date: Feb/March 2018 Score: 49/73 = 67% ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Progress Data Date: As of March 2019  **Indicator 19:** 100% ☐ 1 ☐ 2 ☐ 3 ☒ 4  **Indicator 20:** Date: February/March 2019 Ratio Average: ☒ 4 GES: 1:10, 1:8 SVS: 1:10, 1:9 WSR: 1:10, 1:10  **Indicator 21:** Date: February-March 2019 Score: 64/99 = 65%  ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Progress Data Date: As of March 2020  **Indicator 19:** 100% ☐ 1 ☐ 2 ☐ 3 ☒ 4  **Indicator 20:** Date: March 2020 Ratio Average: : ☒ 4 GES: 1:9 SVS: 1:10 WSR: 1:10  **Indicator 21:** Date: March 2020 Score: 59/78= 76%  ☐ 1 ☐ 2 ☐ 3 ☒ 4 |

**Collaboration**
**SSIP Activity C**. Implement a collaboration structure in the schools between general education and special education

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| Evaluation Question Implemented activity from logic model or action plan | Performance Indicator How we will know the outcome is achieved | Sources/Methodology Data source/measurement tool, collection and analysis methods, and parties responsible. | Schedule Data collection and Frequency | Scoring Criteria Criteria for scoring/rating implementation. | Baseline Data SY 16-17 Data/Score Data used to determine score, mark score. | Progress Data SY 17-18 Data/Score Data used to determine score, mark score. | Progress Data SY 18-19 Data/Score Data used to determine score, mark score. | Progress Data SY 19-20 Data/Score Data used to determine score, mark score. |
| **Evaluation Question # 14**<br><br>**C1**<br>To what extent does collaboration occur at the school level between general education and special education teachers? | **(22)**<br>100% of the collaborative meetings occur between general education and special education teacher Collaboration is defined as:<br>• Participation<br>• Level of engagement<br>• Topic of discussion<br><br>**Note:** A new indicator was added under Evaluation Question #13 B2. Therefore, the original Indicator 21 is now Indicator #22. | Data source/ measurement tool:<br>PLC Observation Form<br>PLC Agenda<br>PLC Meeting Minutes<br>Attendance Sheet<br>Data collection and analysis methods:<br>Report data for 1 observation per month per grade level per school. Observer input data on PLC Observation Form<br># of meetings observed -# of meetings with the following indicators:<br><br>Participation:<br>Must include the following participants:<br>• SPED Teacher<br>• GEN ED Teacher<br><br>Parties responsible:<br>Principal or designee | Collection schedule:<br>At least 1 x per month per grade level per school.<br><br>Analysis schedule:<br>After every observation Just – Items I (gen ed and sped) | 1= 0 - 29%<br>2= 30 - 69%<br>3= 70 - 90%<br>4= 91 - 100% | Data: PLC Observation Form<br>Date: February 2017:<br>Score:<br>Participation (9/14) 64%<br>☐ 1 ☒ 2 ☐ 3 ☐ 4<br><br>Level of Engagement (12/14) 86%<br>☐ 1 ☐ 2 ☒ 3 ☐ 4<br><br>Data Discussion (13/14) 93%<br>☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data: PLC Observation Form<br>Date: January 2018:<br><br>Score:<br>Participation (11/13) 85%<br>☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: PLC Observation<br>Date: February 2019<br><br>Participation (8/9) 89%<br><br>☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: PLC Observations<br>Date: March 2020<br># of observations: 44<br><br>Score: 34/44 = 77%<br>☐ 1 ☐ 2 ☒ 3 ☐ 4 |

**Accountability**
**SSIP Activity: D1.** Improve School Wide Plan process to include SSIP Improvement activities and allocation of funds

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|---|---|---|---|---|---|---|---|---|
| **Activity to Evaluate** | | **Data Collection Plan** | | **Evaluation of Activity Implementation** | | | | |
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation | **Baseline Data** **SY 16-17** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 17-18** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 18-19** **Data/Score** Data used to determine score, mark score. | **Progress Data** **SY 19-20** **Data/Score** Data used to determine score, mark score. |
| **Evaluation Question # 15** **D1** To what extent do SWP include resources allocated to subgroups of K to 3rd students | **(23)** 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 IEPs). Note: A new indicator was added under Evaluation Question #13 B2. Therefore, the original Indicator 22 is now Indicator #23. | Data source/ measurement tool: SWP Reviews (3) Data collection and analysis methods: Review SWPs for clear evidence of resources allocated to support struggling readers for subgroups of students. For SSIP reporting, average the ratings of the 3 schools to determine level of evidence in SWPs. Parties responsible: SSIP Core Team | Collection schedule: Annually Analysis schedule: Annually upon submission of the SWP's to district office | 1 =1.0 - 1.9 Not Evident 2 = 2.0 - 2.9 Somewhat Evident 3 = 3.0 - 3.9 Evident 4 = 4.0 Very Evident | Data: SWP Reviews Date: SY 16-17 SWPs Score: 2.3 ☐ 1 ☒ 2 ☐ 3 ☐ 4 | Data: SWP Reviews Date: SY 17-18 SWPs Score: 2.9 ☐ 1 ☒ 2 ☐ 3 ☐ 4 | Data: SWP Reviews Date: SY 18-19 SWPs Score: 4 ☐ 1 ☐ 2 ☐ 3 ☒ 4 | Data: SWP Reviews Date: SY2019-20 SWPs Score: 4 ☐ 1 ☐ 2 ☐ 3 ☒ 4 |

**Monitoring**
**SSIP Activity: E.** Improve the Instructional Review Process to include observations of learning environments of students with disabilities

| Activity to Evaluate | | Data Collection Plan | | Evaluation of Activity Implementation | | | | |
|---|---|---|---|---|---|---|---|---|
| **Evaluation Question** Implemented activity from logic model or action plan | **Performance Indicator** How we will know the outcome is achieved | **Sources/Methodology** Data source/measurement tool, collection and analysis methods, and parties responsible. | **Schedule** Data collection and Frequency | **Scoring Criteria** Criteria for scoring/rating implementation | **Baseline Data SY 16-17 Data/Score** Data used to determine score, mark score. | **Progress Data SY 17-18 Data/Score** Data used to determine score, mark score. | **Progress Data SY 18-19 Data/Score** Data used to determine score, mark score. | **Progress Data SY 19-20 Data/Score** Data used to determine score, mark score. |
| **Evaluation Question #16** **E1** To what extent does the Instructional Review Process (IRP) impact instructional practices in the classrooms? | **(24)** Schools will obtain an overall ELEOT score of 3.5 or higher. | Data source/ measurement tool: ELEOT Rating Tool. 3 indicators to be used to measure this performance. A2: Equitable Learning Environment Has equal access to classroom discussions, activities, resources, technology and support. C4: Supportive Learning Environment Is provided support and assistance to understand content and accomplished tasks. C5: Supportive Learning Environment  Data collection and analysis methods: Average of ELEOT Rating of all schools.  Using the IRP process and report by school. Parties Responsible: Office of Curriculum & Instruction | Collection schedule:  Annually  GES SY 14-15:  2.83 SY 15-16:  3.13 SY 16-17:  3.43 SY 17-18:  3.05 SY 18-19: 3.55 SVS SY 14-15:  2.77 SY 15-16:  3.18 SY 16-17:  3.33 SY 17-18:  3.12 SY 18-19: 3.38 WSR SY 14-15:  2.89 SY 15-16:  3.04 SY 16-17:  3.23 SY 17-18:  3.13 SY 18-19: 3.62 Parties responsible: OCI | 1 =1.0 - 1.9 Not Evident  2 = 2.0 - 2.9 Somewhat Evident  3 = 3.0 - 3.9  Evident  4 = 4.0 Very Evident | Data: ELEOT Ratings Overall Results: Date/Score SY 14-15:  2.83 ☐ 1 ☒ 2 ☐ 3 ☐ 4   SY 15-16:  3.12 ☐ 1 ☐ 2 ☒ 3 ☐ 4   SY 16-17:  3.33 ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: ELEOT Ratings Overall Results: Date/Score SY 17-18:  3.1 ☐ 1 ☐ 2  ☒ 3  ☐ 4 | Data: ELEOT Ratings Overall Results: Date/Score SY 18-19: 3.50  ☐ 1 ☐ 2 ☒ 3 ☐ 4 | Data: ELEOT Ratings Overall Results  Date/Score: SY19-20: 3.20 ☐ 1 ☐ 2 ☒ 3 ☐ 4 |