Delaware Department of Education (DDOE)

Exceptional Children Resources (ECR) Work Group

Indicator 17: State Systemic Improvement Plan

Phase III Report

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Introduction

This report provides data and analyses on professional learning activities for the 2016-17 school year, as well as activities through December 2017. Some baseline and preliminary output data provided in the 2017 SSIP Phase III report are also included in this report, augmented with data from March through June 2017. The 2019 DE SSIP Phase III report will highlight the results of the full 2017-18 school year. This report was developed through collaboration with the DE Department of Education (DE DOE), Garrett Consulting, LLC (the SSIP external evaluator), and the SSIP professional learning providers from the American Institutes for Research (AIR).

A. Summary of Phase III

A.1: Theory of action or logic model for the SSIP, including the SiMR

The Delaware (DE) State-identified Measurable Result (SiMR) is to increase the literacy proficiency of students with disabilities in K-3rd grade, as measured by a decrease in the percentage of 3rd grade students with disabilities scoring below proficiency on Delaware's statewide assessments. To accomplish this goal, the DE SSIP Theory of Action developed in Phase 1 (see Appendix A) focuses on four strands: school leadership, Common Core, transparent data, and supports for struggling schools. Eight improvement strategies were identified to address the four strands.

- Use of Implementation Science principles
- Use of diagnostic & assessment tools to guide learning
- Infusing cultural competency into all activities
- Insuring high expectations for all students
- Infusing family involvement in all activities
- Support for struggling schools
- Quality professional learning systems
- Transparent data systems

During Phase II, eight logic models were developed to determine the inputs, outputs, and outcomes expected for each of the eight improvement strategies. A project-level logic model was then developed to eliminate redundancy across improvement strategies and to prioritize outcomes to address in Phase III (see Appendix B). Data collection tools have been developed to assess the impact of the DE SSIP on those intended outcomes.

A.2: The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

Each of the eight improvement strategies discussed above were implemented during Phase III, to various degrees. Most of the SSIP focus during this reporting period was on the first year of implementation of the Delaware Early Literacy Initiative. Efforts included the careful selection of the participating districts and schools; the American Institutes of Research (AIR) as our professional learning provider (through a competitive bid process); a deliberate training plan, supported by monthly school implementation team meetings; ongoing coaching; and the use of data to inform implementation. The professional learning system is based on implementation science, addresses cultural competence, and infuses high expectations for all students into all professional learning. Professional learning activities have been aligned with the Learning Forward Professional Development Standards and Guskey's five levels of professional development evaluation. The

components of the Delaware Early Literacy Initiative included the development of school implementation teams, a multi-tiered systems of support (MTSS) needs assessment that guided the creation of action plans, a three-day Early Literacy Institute, coaching, and parent engagement.

Three significant infrastructure improvements occurred in 2016-17. First was the alignment of the SSIP Advisory Council with the Delaware RTI Coalition. The Delaware RTI Coalition spent the last two years researching RTI systems before making recommendations to the DE DOE regarding RTI policy. Representatives from the RTI Coalition became members of the SSIP Advisory Council in spring 2017. Second, Delaware's 2017 SPDG proposal was funded which will provide much needed resources to fully implement the SSIP improvement strategies. In addition, SSIP staff have joined the Delaware Campaign for Grade Level Reading Committee which was created to support Governor Carney's priority of early literacy.

During 2016-17, Cohort I of the Delaware Early Literacy Initiative included one charter school and one district, with two participating elementary schools. Later in the school year, two additional elementary schools and a preschool from the Cohort 1 district were added as Cohort 2 schools. Cohort 3 began in fall 2017 and currently includes a fifth elementary school from the Cohort 1 district, and a second charter school.

An early project success was related to the use of diagnostic & assessment tools to guide learning. One Cohort 1 school identified a need in the area of using progress monitoring data as a tool to inform instruction. Early coaching in that area has helped the school establish a system to collect and use progress monitoring data to strengthen Tier I instruction as well as provide tiered interventions for struggling students.

A parent engagement night was held at the participating Cohort 1 charter school on April 5, 2017. Because attendance was low, the school implementation team discussed strategies for improving parent engagement in future events. One strategy proposed was to administer a survey during a well-attended event to obtain feedback from families about the types of literacy supports that would be useful and what method of training would be most accessible and helpful.

Due to the focus in initiating the professional learning initiative with the Cohort 1 schools, the work with the transparent data systems has been less of a focus in this reporting period. However, that is an area that will continue to be worked on going forward. In October 2017, the DDOE was awarded a State Personnel Development Grant (SPDG), developed to be in full alignment with the DE SSIP. The SPDG brings additional resources necessary to deepen and expand the reach of the professional learning to address more systematic and infrastructure needs.

A.3: The specific evidence-based practices that have been implemented to date

Implementation Teams

Implementation teams are important drivers of change at the school level that lead the implementation and development of evidence-based practices (Fixsen, Naoom, Blase, & Friedman, 2005). Each school site developed an implementation team composed of key school and district staff, including both special education and general education teachers, reading specialists, and building administrators. Each team is supporting by a project coach for that building. The team of

coaches are also supported by a coaching lead and meet regularly together to discuss coaching activities and share resources and strategies. Other key stakeholders at individual school sites also are included on the implementation teams, such as an English learner (EL) teacher, school psychologist, and special education coordinator. The teams lead the work of implementing evidence-based practices at each school site and are in charge of problem solving, ensuring alignment of strategies, and enhancing communication at the school site.

At the Cohort 1 charter school, school implementation team meetings were held monthly between December 2017 and May 2018 and reinstated in November of 2017. These meetings focused on the initial stages of implementing progress monitoring at that school site, and included such topics as the adoption of AIMSweb as their progress monitoring tool, training staff in the use of progress monitoring, and adapting K–3 schedules to include time for MTSS efforts. As part of these meetings, several teachers were selected to pilot the new MTSS framework.

In the first phase of work with schools, we conducted a comprehensive needs assessment focused on gathering and analyzing data in the following areas: systems, infrastructure, student achievement, curriculum and instruction, professional development, parental and community involvement, and school perspective and organization. Following the needs assessment at each school, an action plan meeting was conducted with the implementation team at each Cohort 1 school in November 2016. The teams used data from the needs assessments that had been conducted in October 2016 as a starting point for a discussion about how AIR coaching could best support the language and literacy progress of K–3 students. Based on the needs assessment data and this discussion, implementation teams identified three priority areas relating to language and literacy development in Grades K–3, and agreed upon goals that would address these priority areas. AIR coaches completed an action plan template, which reflects these goals and includes additional details about how the goals are to be accomplished. However, progress on the action plans only occurred at the charter school during 2016-17.

Once the action plans for the two Cohort 1 schools were developed, it became apparent that there was some incongruence in coaching fit with two schools and that a change in coach would better serve the priority areas indicated by their action plans. The DDOE worked closely with the district and school leadership of those schools to identify coaching staff with the best background to support the school's in their priority areas. Accordingly, due to the coaching staff change and shifting district expectations, school implementation team meetings were not conducted in the participating district with two school sites during the 2016-17 school year. Rather, activities focused on planning with the district curriculum director and the two principals. Monthly school implementation team meetings started at the beginning of the 2017-18 school year.

Professional Learning Institutes

Early literacy workshops for K–3 teachers have been informed by evidence-based professional learning practices and principles of adult learning (agendas for each Institute are in Appendix C). Research demonstrates that effective professional learning initiatives for teachers include a focus on implementing evidence-based instructional practices, integrating active learning, and providing teachers with opportunities to adapt practices for their own classroom (Guskey & Yoon, 2009).

AIR developed and led three sets of Literacy Institutes for Cohort 1 schools in fall 2016 and the first of the three Literacy Institutes for Cohort 2 schools in May 2017. The Literacy Institutes for Cohort 3 occurred in February 2018 and will be discussed in the 2019 SSIP Phase III report. Part 1 of the Literacy Institutes was held September 27–29, 2016, and focused on essential elements of MTSS, evidence-based language and literacy instruction, and promotion of a language-rich environment. Participants engaged in discussions and activities related to assessment and instruction in MTSS, the building blocks of literacy, and support of struggling learners in core literacy instruction. Participants connected their learning and teaching practice through goal-setting activities and lesson plan analysis during the workshop.

Part 2 of the Literacy Institutes was held October 17–20, 2016 for Cohort 1 schools, and addressed culturally and linguistically responsive teaching, interventions for struggling and at-risk learners, and strategies for intensifying intervention. This training included culturally responsive instruction in MTSS, the use of data in intervention planning, and strategies for intensifying intervention for struggling students. Participants engaged in several small-group activities designed to promote discussion and engagement with the topics.

Part 3 of Cohort 3's Literacy Institutes was held on March 27-29, 2017. The topics for this training were identified by participating school personnel, to ensure the content was specific to their needs. The training was repeated three times so that schools could minimize the number of teachers out of the building on each day. The purpose of the Institute was to increase participants' understanding and use of screening and progress monitoring data within a MTSS framework. The training objectives were to (1) discuss the purposes and features of screening and progress monitoring data within an MTSS framework, (2) analyze student screening and progress monitoring data to make instructional decisions, and (3) become familiar with supporting materials and resources to facilitate team problem-solving and instructional decision making with data. A total of 78 administrators, district curriculum coordinators, literacy coaches, and teachers participated in the training.

Part 1 of the Cohort 2 Literacy Institute was held in May 2017. The Institute focused on essential elements of MTSS, evidence-based language and literacy instruction, and promotion of a language-rich environment. Participants engaged in discussions and activities related to assessment and instruction in MTSS, the building blocks of literacy, and support of struggling learners in core literacy instruction. Participants connected their learning and teaching practice through goal-setting activities and lesson plan analysis during the workshop. Given the feedback the professional learning team received with the Cohort 1 schools, the training sessions for the institute were adjusted to increase active participant engagement, thought partnership activities, and data discussions. A total of 51 participants attended the first Cohort 2 Literacy Institute.

Focus on Evidence-Based Reading Instruction in Professional Learning Activities

The synthesis of research provided by the National Reading Panel (2000), National Early Literacy Panel (2006), and various What Works Clearinghouse practice guides (i.e., Baker et al., 2014; Gersten et al., 2007) indicate the importance of explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. Additionally, the findings of Snow, Burns, & Griffin (1998) highlight the benefit of interactive literacy activities and oral

language skills. Professional learning activities have been aligned with this research base, and several evidence-based instructional strategies have been incorporated into professional learning activities thus far.

Part 1 of the Literacy Institutes provided an overview of five components of reading (i.e., phonological awareness, phonics, comprehension, vocabulary, and fluency) identified by the National Reading Panel (2000). Participants were introduced to research-based strategies for teaching each of these five components of reading within a balanced literacy program. Additionally, participants engaged in differentiated learning activities tailored to the needs of each school that related to promoting the oral language skills of students with a particular emphasis on academic language. Part 2 of the Literacy Institutes included a focus on robust vocabulary instruction as a means of supporting the language and reading skills of culturally and linguistically diverse students. Participants engaged in learning culturally and linguistically responsive teaching practices, including methods for integrating their students' cultural background into their instruction. Part 3 of the Literacy Institutes was planned with school implementation teams to provide targeted professional learning including, an emphasis on systematic phonics instruction; evidence-based reading comprehension strategies such as prediction, questioning, and summarizing strategies; and strategies for vocabulary and academic language instruction. Research-based instructional practices to support ELs and culturally responsive practices were embedded throughout the Institute activities.

Response to Intervention and the Use of Diagnostic and Progress Monitoring Tools for Literacy

Evidence suggests that teachers' use of student data to inform instruction promotes improved learning outcomes for students, including those with disabilities (Al Otaiba & Fuchs, 2006). MTSS is a framework for integrating assessment and instruction by promoting the use of student data for instructional decision making. Specifically, screening tools identify students most at risk for poor learning outcomes and progress monitoring data guide instructional decisions such as intervention adaptations and movement between tiers. Professional learning activities, including the Literacy Institutes and coaching, have focused on implementing MTSS with fidelity (i.e., implementing the processes, procedures, and interventions as intended). During Part 1 of the Literacy Institutes, participants engaged in learning related to the core components of MTSS and were introduced to the data-based individualization (DBI) process. Part 2 of the Literacy Institutes included a focus on using data to intensify interventions for students who do not respond to standard protocol interventions. Participants were introduced to a variety of strategies and practices for adapting interventions for struggling students. To support the use of data by school-based teams, participants learned about several data team meeting tools from the National Center on Intensive Intervention. Part 3 of the Literacy Institutes also included a focus on the use of assessment to inform instructional decision making. Participants gained experience in reviewing screening and progress-monitoring data through case studies and guided practice with student data. Additionally, participants engaged in problem solving by using data to plan instructional strategies and adaptations for individual students.

In addition to the Literacy Institutes, coaching activities at the Cohort 1 charter school have focused on implementing MTSS. As progress monitoring had not occurred at this school, the coach supported the school implementation team to select a progress monitoring tool (AIMSweb) and develop a plan for training teachers in using the tool. Further, the coach worked with the school implementation team to develop guidance documents for MTSS implementation, including a system for collecting and organizing student data, and worked with the team to adjust the school schedule to accommodate time for intervention.

Evidence-Based Professional Learning Practices

Professional learning activities have been informed by evidence-based practices for professional learning and adult learning principles. At the Literacy Institutes, participants had opportunities to reflect on evidence-based instructional practices and consider ways that these practices could be adapted to fit their classroom context. Participants engaged in active learning through discussions, goal setting, and lesson plan analysis. Additionally, participants analyzed student data, both from case studies and their own students, and considered how to make adaptations to interventions.

A.4: Brief overview of the year's evaluation activities, measures, and outcomes

Below is a brief overview of the year's evaluation activities, measures, and outcomes below, with more detail provided in Section B.

Evaluation Coordination

Four evaluation meetings were held during 2016-17 with Garrett Consulting, LLC (GC), AIR, and DDOE staff (August 16-18 and December 20, 2016, February 16, and June 22, 2017). Between July and December 2017, evaluation meetings were held on July 6-7 and October 26, 2017. The purpose of these meetings was to review the status of the SSIP evaluation plan, draft data collection instruments, to prepare for the Phase III report submission, and to integrate evaluation activities with the newly funded and aligned SPDG.

Training Evaluation & Fidelity Materials

To assess the impact of SSIP training, training evaluation surveys were developed that included pre/post items to assess impact on participants' knowledge of the training content, as well as items to measure how well participants' learning styles were addressed. Qualitative data gathered further insight into how well the training occurred and needed changes for Part 2 of the Early Literacy Institute. The training data are displayed in section B.1(a), beginning on page 10. Full evaluation reports and corresponding InfoGraphics were developed and disseminated to key stakeholders. Copies of the Infographics for the four Literacy Institutes are in Appendix D.

As part of Part 1 and Part 2 of the Literacy Institutes held during this reporting period, the two AIR trainers were observed by Dr. Jill Pentimonti of AIR to assess the degree to which the training was implemented with fidelity. The training fidelity instrument is included in Appendix E. The results of the observations were reviewed with the Institute trainers and shared with the DE SSIP Coordinator and external evaluator. Future training fidelity data will be collected when new trainers, or new trainings, are introduced.

Coaching Evaluation & Fidelity Materials

AIR staff and the DE SSIP external evaluator are in the process of developing a coaching fidelity form and process. During the 2016 – 2017 school year, a coaching fidelity tool was developed and piloted by one the AIR coaches. The tool was used as a self-report instrument to assess the coaching domains of alliance building and implementation support. AIR and the external evaluator are in the process of reviewing existing fidelity tools and modifying the tool that was piloted. To provide stronger evidence for the validity of the ratings, AIR and the external evaluator plan to enlist trained observers to assess fidelity of coaching. Coaching will also be evaluated through bi-annual participant feedback surveys. Preliminary qualitative coaching data from one school is available in Appendix F.

Fidelity of Intervention

AIR staff initially planned to evaluate fidelity of intervention through the percent of action plan activities completed with fidelity. After the initial MTSS needs assessment, each school developed an action plan to guide the professional learning over the course of the year. Due to the change in coaching staff midway through 2016-17, action plans at two of the Cohort 1 schools were redeveloped by the new coach and school teams in April and May 2017. After one year of project activities, AIR staff revised their approach to evaluating fidelity of intervention and determined that a stand-alone fidelity tool would be a stronger method for measuring fidelity.

AIR staff are in the process of developing a tool that will be used to assess the implementation of MTSS and evidence-based literacy instruction. For the RTI component of this measure, AIR will adapt the National Center on RTI Fidelity of Implementation Rubric to measure fidelity of implementation of the essential components of MTSS at the school level. The tool will also assess the implementation of evidence-based literacy practices. This portion of the fidelity tool will assess the practices identified by the National Reading Panel (NRP, 2000) and National Early Literacy Panel (NICHD, 2011).

Teacher/Administrator Impact Data

To assess the impact of the professional learning on teachers, administrators, and families, baseline surveys were developed in fall 2016. The teacher baseline survey was administered in January 2017 at the one Cohort 1 school that has participated in the most professional learning, with a follow-up survey administered in May 2017. The baseline survey for the two Cohort 1 elementary schools was administered in May 2017. Teachers at the two Cohort 2 elementary schools also completed the baseline survey in May 2017. All teachers will be surveyed again in May 2018. The family impact survey was developed, but has not been administered. AIR staff are working with school personnel to determine alternative means to disseminate the survey. Participating administrators were interviewed in June 2017 to assess the impact of the first year of professional learning. The administrator impact report is included in Appendix G.

Student Data

Third grade reading results from the Smarter Balanced Assessment Consortium (SBAC) are used to measure DE'S SIMR. Data from the first two years of SBAC administration in Delaware,

2014-15 and 2015-16, serve as baseline data. The 2016-17 SBAC results are presented on page 28 of this report.

At the time of this report, screening and progress monitoring data are not available for this reporting period. We are working on securing access to progress monitoring data from the Cohort 1 schools. To date, we have confirmed access to benchmarking data from the Cohort 1 charter school.

A.5: Highlights of changes to implementation and improvement strategies

Throughout the process of planning the Literacy Institutes and coaching activities, feedback from participating schools has allowed the professional learning activities to be tailored to schools' specific needs. For example, based on participant feedback from the second Literacy Institute, the format of the third Literacy Institute was changed to allow participants to choose two out of three topical sessions to attend. School leadership provided input regarding the topics for each Literacy Institute. Additionally, due to concerns from two of the participating schools about the match with the AIR coach, a new coach was selected and began coaching in April 2017.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed.

School Selection

In fall 2016, three schools were selected to participate in the first cohort of the Delaware Early Literacy Initiative, one charter school and two elementary schools from the same district. They completed a Memorandum of Agreement that explained the responsibilities and expectations for DDOE and school personnel. Kick-off meetings (August 16 – 18, 2016) were held with personnel from the DDOE, AIR, the external evaluator, and the three participating schools. Topics included the review of the professional learning to be provided and the corresponding evaluation activities.

During spring 2017, two additional elementary schools and one preschool from the Cohort 1 school district were selected to participate in the Delaware Early Literacy Initiative as Cohort 2. Kick-off meetings with the two elementary schools were held on March 21, 2017. At this meeting, AIR and school staff reviewed current MTSS practices, early literacy efforts, and intensive reading interventions at each school.

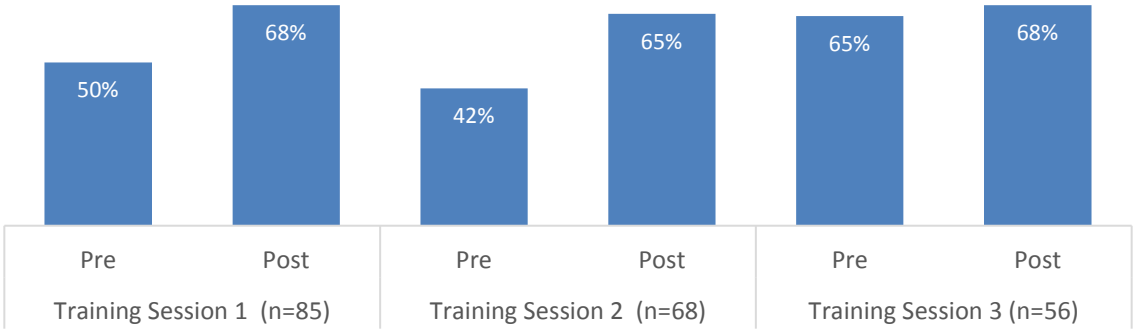
Cohort 1 Training Institutes

Three sets of three, one-day Literacy Institutes for Cohort 1 schools were facilitated by AIR staff on September 26-28 and October 17, 19, and 20, 2016, and March 27 – 29, 2017 (the agendas are in Appendix C). The topic was "MTSS for Literacy and Language and Literacy Instruction in Core Instruction." Participants could choose which day they attended to minimize the burden on the schools having multiple teachers out of the building at one time. As a result, there were participants from each school at each training. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers.

Three sets of training data were collected to assess the impact of each Literacy Institute. First, participants were given a pre-test prior to the institute beginning, then were asked the same questions again as part of the evaluation survey administered at the end of each day at each Institute. These pre/post assessments were developed by AIR staff and reviewed by the external evaluator. They were also asked a series of questions designed to determine how well their learning needs were addressed and how satisfied they were with the Literacy Institutes.

Chart 1 on the next page displays the average pre/post results for each Literacy Institute. The data for each training session are an average of the three days of training provided for each Institute. While the average pre-test results varied greatly across the Literacy Institutes, the average post-test scores were similar after each Institute. The relatively low post-test scores indicated a need for ongoing coaching to improve participants' knowledge on MTSS and literacy instruction. An item analysis was produced after each Institute, so that coaching visits could address the topics with which most participants struggled.

Chart 1: Percent of Correct Items on Pre/Post Knowlege Assessment

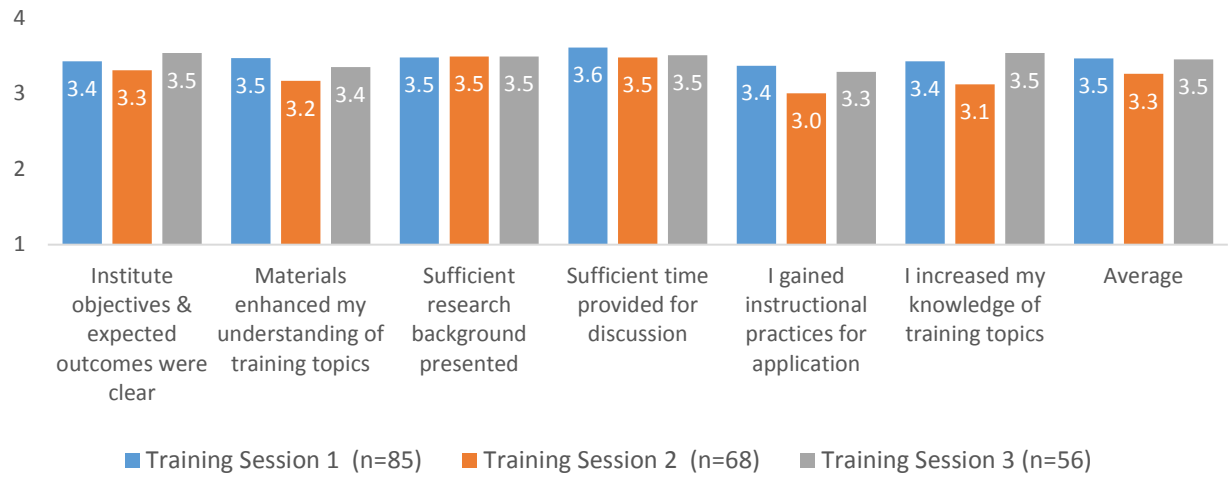


Institute participants were asked to rate the degree to which the Literacy Institutes addressed their individual learning styles, specifically if they perceived: increased knowledge of the topics presented, gained instructional practices for application, there was sufficient time for discussion, that there was sufficient research background presented, the materials enhanced their understanding of the topics, and if the objectives and expected outcomes were clear.

Chart 2 provides a summary of the average adult learning needs data for each of the three Cohort 1 Literacy Institutes. Overall, there was little variability in results across items and Institutes. On average, participants at the second Literacy Institute were in slightly less agreement that their adult learning needs were met, particularly related to instructional practices for application and increased knowledge of training topics. These data helped to inform changes to the third Institute, which was more tailored to individual school needs.

Chart 2: Adult Learning Needs

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

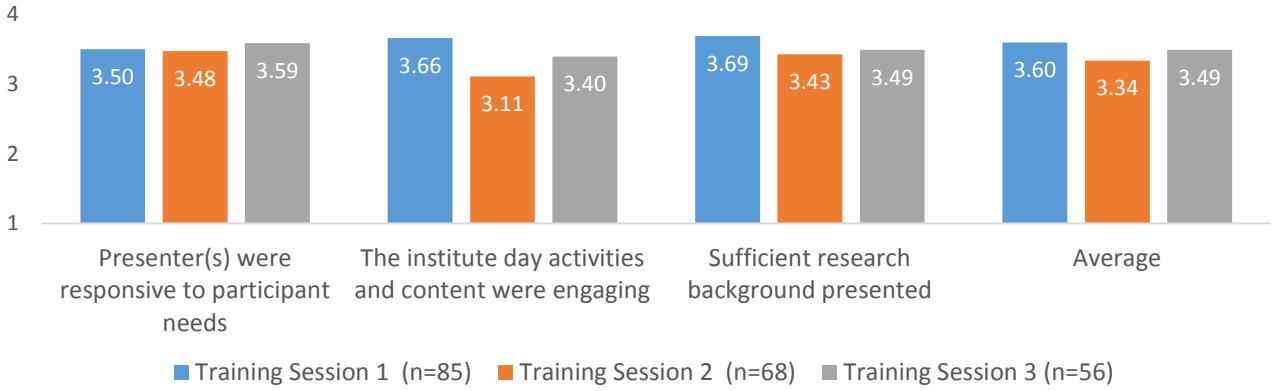


Last, Learning Institute participants were asked to rate the degree to which the presenters were responsive to their needs, the degree to which the activities and content were engaging, and whether sufficient research was presented (see Chart 3 on the next page). Overall, participants from each Institute agreed that the presenters were responsive to their needs, the activities and

content were engaging, and sufficient research was presented. Slightly higher levels of satisfaction were reported at the first training session, with the second training session having the lowest levels of satisfaction, similar to the previous set of data shown in Chart 2.

Chart 3: Satisfaction Data

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strpngly Agree)



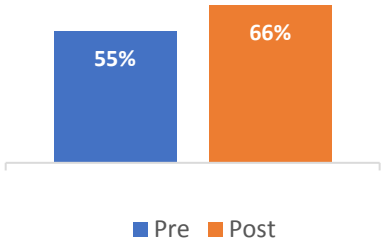
Cohort 2 Training Institutes

Because stakeholders continued to note the importance of well-implemented preschool literacy practices in later reading outcomes, the Department responded by including an early learning center in the professional learning initiative. To best meet the needs of the early learning center, it was determined that the training institutes would be based at the center and take place during most monthly site visits. Therefore, at the end of each site visit day there is a mini institute of 45 minutes where the teachers and coach engage with topics to support the children's development, with an eye towards kindergarten readiness with literacy. December was an introduction to the topics and structure and the teachers and coach discussed evidence-based strategies for read alouds. The Cohort 2 pre-school training structure was different than for K-3 teachers. Beginning in the 2017-18 school years, a series of mini-Institutes were held at the participating preschool.

The first Learning Institute for Cohort 2 schools, the "MTSS for Literacy and Language and Literacy Instruction in Core Instruction," was conducted by AIR staff for the two new elementary schools on May 10-12, 2017. The purpose of the Institutes was to increase participants' understanding of the essential components of a multi-level prevention system and to facilitate discussions and activities related to evidence-based literacy practices in core instruction. A total of 51 school staff attended one of the three days of training offered. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers. The same data described for Cohort 1 schools were collected for Cohort 2 schools.

Participants were asked seven knowledge questions (developed by AIR staff) at the beginning and end of the training. These questions were designed to measure short-term change in participants' knowledge of early literacy because of the training presentations and activities. On average, participants demonstrated an 11 percent increase in knowledge between the pre-test and post-test. An item analysis was provided to the AIR coaches to support their coaching with participating teachers (see Chart 4).

Chart 4: Percentage of Correct Items on Pre/Post Knowledge Assessment



Cohort 2 training participants were asked to rate the degree to which the Literacy Institutes addressed their individual learning styles, specifically if: they perceived increased knowledge of the topics presented; they gained instructional practices for application; there was sufficient time for discussion; there was sufficient research background presented; the materials enhanced their understanding of the topics; and if the objectives and expected outcomes were clear (see Chart 5). On average, participants agreed to strongly agreed that their adult learning styles were addressed. There were greater levels of agreement with the degree to which sufficient background research was presented and sufficient time was provided for discussion. The lowest levels of agreement were the impact of the training session on participants' knowledge of the topics presented and the gaining of instructional practices for application.

Last, training participants were asked to rate their satisfaction with the presenters, the degree of research provided, and whether the training activities and content were engaging (see Chart 6). Participants were most satisfied with the degree to which presenters were responsive to their needs. They were least satisfied with how engaging the training activities and contents were.

Chart 5: Adult Learning Needs

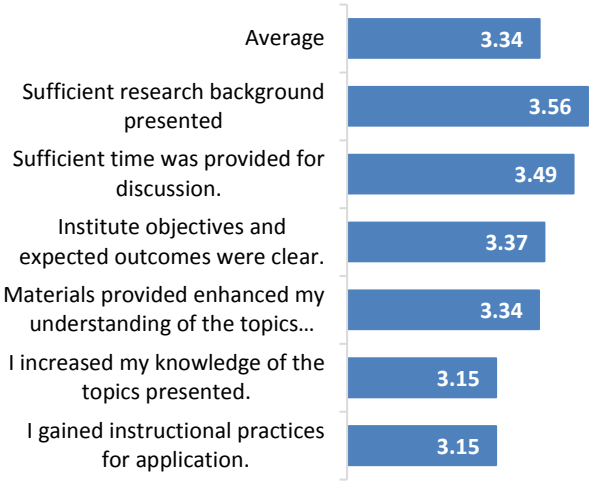
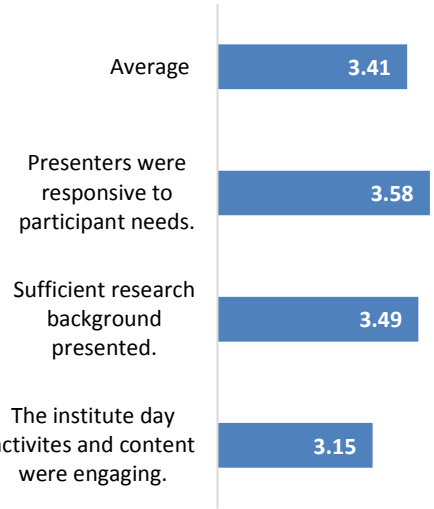


Chart 6: Satisfaction Data



(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

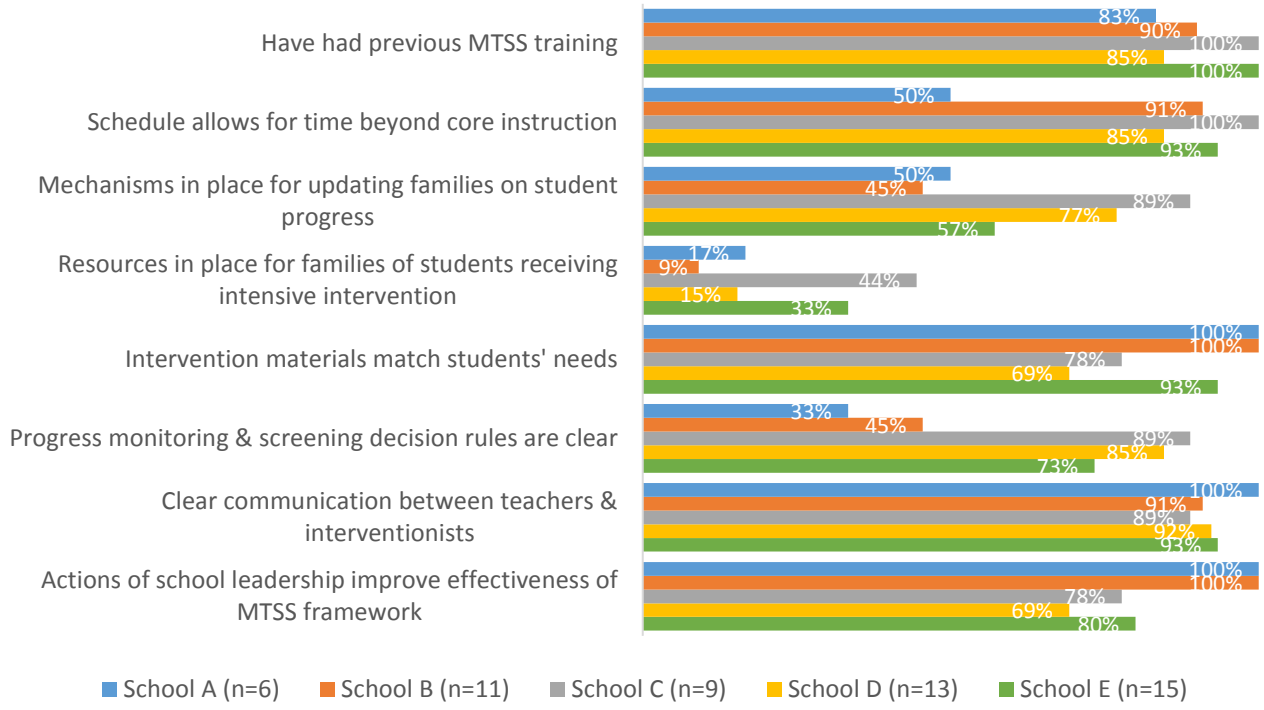
Needs Assessment

In September and October 2016, needs assessment meetings were held with implementation teams at each Cohort 1 school to discuss each school's current practices regarding MTSS, early literacy, and intensive intervention in reading. Similar meetings were held with the two Cohort 2 elementary schools in March 2017. The meetings were facilitated by an AIR coach, with the intent of improving the capacity of school implementation teams to continue to sustain MTSS and literacy efforts.

Two sources of data informed the needs assessment. School staff were sent a survey that asked about MTSS, reading instruction, and reading intervention and key personnel were interviewed to gather more in-depth information on the same topics addressed in the survey. The results of the needs assessment at all Cohort 1 and 2 schools are displayed in Chart 7 (on the next page). Based on responses from the needs assessments, the following bulleted items were frequently identified as potential areas of support for job-embedded coaching and/or future institutes. All schools were interested in professional learning that supports reading resources for families of students who are struggling readers. Three schools needed support related to progress monitoring and screening decision rules, as well greater access to materials for intervention.

- Resources for families of students receiving intensive reading intervention (5 schools)
- Available materials for intervention (3 schools)
- Communication between core teachers and interventionists (3 schools)
- Progress monitoring and screening decision rules (2 schools)

Chart 7: MTSS and Literacy Needs Assessment Data



School Interviews

To augment the data gathered through the K-3 teacher/staff survey, AIR staff facilitated conversations with each school's implementation team to determine areas of strength and potential priority areas for ongoing professions learning. There were no specific themes across the areas of strength identified by each school's implementation team. Four themes emerged from the schools when identifying potential areas to prioritize:

- Progress monitoring and the use of progress monitoring data (4 schools)
- Resources for families of students receiving intensive reading intervention (2 schools)
- Differentiation techniques (2 schools)
- Vocabulary instruction (2 schools)

Action Plans

The results of the K-3 teacher/staff survey and the school implementation meeting interviews were used to develop a corresponding action plan. The data were reviewed during action planning meetings with each school's implementation team in November 2016 for Cohort 1 schools. Based on the needs assessment data and this discussion, implementation teams identified three priority areas relating to language and literacy development in grades K – 3, and agreed upon goals that would address these priority areas. AIR coaches completed an action plan template, which reflected these goals and included additional details about how the goals are to be accomplished. The goals from the action plan for each school are listed in Table 1. The action plans for the two Cohort 1 elementary schools from the same district changed due to the involvement of a new AIR coach beginning in April, 2017. The school implementation team and new AIR coach reviewed the action plan and revised as part of Cohort I's year two planning. At the end of this reporting period, the Cohort 2 schools were in the process of developing their action plans. Details regarding those plans will be available in the next report.

Table 1: School Action Plan Goals

School A
Goal 1: Identify progress monitoring tools that will monitor instruction in areas identified by the Strategic Teaching and Evaluation of Progress (STEP) diagnostic tool.
Goal 2: Develop a school-wide understanding and guidance for systematizing tiered instruction in addition to guided reading instruction.
Goal 3: Enhance readiness and instructional practices and resources for existing interventionists to implement targeted, intensified interventions.
School B
Goal 1: Improve Progress Monitoring of Reading Comprehension at the Instructional Level.
Goal 2: Improve Phonics Instruction in Grades 2-3
Goal 3: Improve Vocabulary Instruction in Grades K – 3
School C
Goal 1: Improve Communication with Families in Order to Support Reading at Home.
Goal 2: Improve Vocabulary Instruction in Grades K – 3.

Coaching

Based on the action plan goals developed in November 2016, subsequent coaching visits were planned and implemented. Table 2 provides a summary of face-to-face coaching activities conducted by the AIR coach. The face-to-face meetings were supplemented by ongoing phone and e-mail communication. Due to concerns in the district with two elementary schools about the match with the AIR coach, those schools only had one face-to-face coaching visit before a new AIR coach was brought on to the project. As stated previously, coaching visits at those schools resumed in April 2017.

The process of hiring a new AIR coach led to extensive collaboration among AIR, the district, and the DDOE. To ensure that the new AIR coach was a good fit for the schools, school leadership at both elementary schools interviewed the final coaching candidates and provided feedback about their preferences. Additionally, AIR conducted meetings with district leadership to coordinate the technical assistance plan for the district and to discuss expectations related to coaching.

Table 2: Summary of Coaching Activities

School A (Cohort 1)
Coaching took place approximately monthly and focused on the implementation of progress monitoring and reading intervention program for struggling students. The AIR coach supported the school implementation team in the selection of a progress monitoring tool and provided training to small groups of teachers on using the tool. Additionally, coaching activities addressed the implementation of a systemized approach to intervention in reading at the school, including an intervention block for struggling readers. The AIR coach supported teachers piloting the intervention program and provided guidance on data use and intervention.
School B and C (Cohort 1)
Coaching resumed in April following the selection of a new AIR coach. Coaching focused on gathering information about literacy instruction and multi-tiered systems of support to guide the development of a revised action plan. The AIR coach conducted classroom observations and met with professional learning community (PLC) teams, with a specific focus on how teachers are using data and implementing reading interventions. During the May visit, the AIR coach met with PLC teams and led discussions on interactive read aloud strategies, which will be a daily feature of the newly adopted American Reading Company core curriculum. Additionally, the AIR coach has focused on building relationships with participating teachers to provide a foundation for future coaching efforts.
School A (Cohort 2)
Coaching began in November, with monthly site visits. The AIR coach conducted classroom observations and met with professional learning community (PLC) teams, with a specific focus on best practices for databased decision making in preschool as well as evidence-based practices for promoting preliteracy skills and kindergarten readiness. The coach also worked with the School Implementation Team to determine priority areas for the action plan.

Schools B and C (Cohort 2)
Coaching began in November, with monthly site visits. The AIR coach conducted classroom observations and met with professional learning community (PLC) teams, with a specific focus on how teachers are using data and implementing reading interventions and instructional practices to support students who may not be responding to the core reading instructional program. Additionally, the AIR coach has focused on building relationships with participating teachers to provide a foundation for future coaching efforts. The coach also worked with the School Implementation Team to determine priority areas for the action plan.

Materials used in these coaching visits are bulleted below. The draft documents are included in Appendices H - M.

- Intervention Guidance Document
- RTI Intervention and Progress Monitoring Guidance Document
- RTI Student Folder (screening data summary, progress monitoring goal, AIMSweb measures)
- Parent and Teacher Communication Log
- Student Weekly RTI Intervention Implementation Log
- Weekly RTI Intervention Implementation Group Log

2.1(b): Intended outputs accomplished as a result of the implementation activities

SSIP Core Team/MTSS Leadership Team Meetings

Four SSIP Core Team meetings were held during the 2016-17 school year (September 15 and December 15, 2016, February 15, and March 27, 2017). Core Team membership included DDOE staff (including Title I, Assessment, Curriculum/Instruction/Professional Learning, Early Learning), LEA and charter representatives, Part C, families and members of family organizations, and other community members. Core Team meetings focused on reviewing the preliminary SSIP activities underway and providing insight into the alignment of the SSIP with the DE RTI Coalition and the DE State Personnel Development Grant (SPDG). The MTSS Leadership Team expanded in February 2017 to include representation from the DE RTI Coalition. These stakeholder groups have combined their efforts and serve as the MTSS Core Team. A list of Core Team members is in Appendix N. A summary of the 2016-17 Core Team meeting evaluation data is in Appendix O.

In fall 2017, in conjunction with the 2017 SPDG award, the SSIP Core Team became the MTSS Leadership Team to provide guidance from a small group of stakeholders intimately involved in the DE SSIP and SPDG. This team included the DE DOE SSIP Coordinators, AIR staff, the external evaluator, staff from the DE Parent Information Center, and DE DOE curriculum and early childhood personnel. This group met for the first time in March 2018.

SSIP Advisory Council/MTSS Advisory Council Meetings

Three SSIP Advisory Council meetings were held during 2016-17. The first meeting focused on the review of Phase III implementation activities. Christine Pilgrim from OSEP also met virtually with the Advisory Council and provided feedback on the DE SSIP Phase II plan. The February 2017 meeting provided the opportunity for input into SSIP alignment efforts with the DE RTI Coalition and the DE SPDG. The SSIP Advisory Council also expanded to include representation from the DE

RTI Coalition in February 2017. The end of the school year meeting was held on May 27, 2017. This meeting celebrated the accomplishments of the first year of SSIP implementation. A list of SSIP Advisory Council members is in Appendix P. A summary of the 2016-17 Advisory Council meeting evaluation data is included in Appendix Q.

As the SSIP Core Team became the Delaware MTSS Leadership team in fall 2017, the Delaware SSIP Advisory Council became the Delaware MTSS Advisory Council at the same time. The membership remained the same, but the focus has expanded due to the funding of the Delaware SPDG. A summary of the fall 2017-18 MTSS Advisory Council meeting is included in Appendix Q.

Professional Learning Outputs

As discussed in detail in B.1(a), starting on page 9, three sets of one-day Literacy Institutes were provided to teachers and administrators at the three participating Cohort 1 schools. The first of the three Literacy Institutes was conducted with the two Cohort 2 elementary schools. Also discussed in B.1(a), there were a total of 15 face-to-face coaching visits during the 2016-17 school year and five visits prior to end of the calendar year. At one school site, several guidance documents and resources were developed to support the implementation of a school-wide MTSS system. The school implementation team, piloting teachers, and coach collaborated to develop school guidance for MTSS processes and procedures, including progress monitoring, parent communication expectations, and data collection. The coach met with the group of teachers who were piloting MTSS at this school and reviewed these resources. The piloting teachers, school implementation team, and coach will continue to adapt and update the materials throughout the intervention pilot. Additionally, the coach worked with the implementation team to develop a schedule that adds time for a targeted Tier 2 intervention block. At the other two Cohort 1 school sites, the AIR coach met with literacy PLCs, conducted classroom observations, and met with the reading specialist and principal to develop goals and priorities for coaching and to inform the development of an action plan.

Evaluation Outputs

Training evaluation reports and corresponding one-page InfoGraphics were developed and shared for all 2016-17 trainings. A teacher impact survey was developed collaboratively between AIR staff and the external evaluator, based on outcomes identified in the SSIP Phase III plan. A baseline and interim survey was administered in one of the three Cohort 1 schools. The baseline teacher impact survey was administered in the other two Cohort 1 and the two Cohort 2 elementary schools in May 2017. A family survey was developed in a similar manner to the teacher survey, but was not administered in 2016-17. End of year interviews were conducted with the curriculum director, principals, and literacy coaches at the three Cohort 1 schools.

2.2: Stakeholder involvement in SSIP implementation

2,2(a): How have stakeholders been informed of the ongoing SSIP implementation?

2.2(b): How stakeholders have had a voice and been involved in decision-making regarding the ongoing SSIP implementation?

As addressed in section 2.1(b), on page 12, the SSIP Core Team and SSIP Advisory Council were the primary stakeholders with an ongoing voice and input into SSIP implementation. The SSIP Core Team met four times and the SSIP Advisory Council met three times during 2016-17. The newly aligned MTSS Advisory Council also met once in fall 2017. Each meeting included informational presentations on the status of SSIP activities, as well as time for SSIP Core Team and Advisory Council members to work in small groups to provide input and guidance into SSIP activities. Members from each group were also key members of the team that developed the Delaware Early Literacy Initiative application and served on the committee that selected the vendor. SSIP Core Team and Advisory Council members were also influential in developing the DE SSIP communication protocols.

SSIP updates are communicated across the DDOE, through various avenues. DDOE SSIP staff meet with LEA Special Education Directors in each county. An SSIP update is included in these meetings. Similarly, DDOE SSIP staff attend the monthly Teaching & Learning Cadre composed of general education curriculum directors and provide SSIP updates. Communication with the DE RTI Coalition has led to alignment of their activities with the DE SSIP, so that Coalition members aren't just informed but also have a voice in guiding SSIP implementation. In addition, regular updates were provided for the MTSS Advisory Council.

Family stakeholders included representation from the DE Parent Information and Training (PTI) Center, Delaware PTA, and the Governor's Advisory Council on Exceptional Citizens (GACEC). Representatives from these groups are part the DE SSIP. SSIP updates were also provided directly to the GACEC.

Participating schools also had an active voice in project implementation. As discussed previously, the two schools from one requested a coaching reassignment to better meet their priority areas. The district curriculum director from one district worked closely with the DE SSIP Coordinator and AIR leadership to identify a coach that better met their needs. Participant feedback on the training evaluation forms was used to better design subsequent trainings that more closely matched participant learning and engagement needs. One participating principal is currently on the MTSS Advisory Council.

C. Data on Implementation and Outcomes

C.1. How DE has monitored and measured outputs to assess the effectiveness of the implementation plan.

C.1(a): How evaluation measures align with the theory of action

During Phase II, DE SSIP stakeholders developed a logic model that aligned with the Theory of Action developed in Phase I, and a corresponding evaluation plan to collect, analyze, and report on the outcomes identified in the SSIP logic model. The evaluation plan was further refined during 2016-17 as the data collection instruments were developed.

C.1(b): Data sources for each key measure

The DE SSIP evaluation plan is included in Appendix R. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. Further detail is provided in the DE SSIP Phase II plan which provided data sources for every outcome identified in the DE SSIP logic model. The evaluation plan is a more specific list of data sources, eliminating any redundancy in outcomes and data collection tools found across the eight DE SSIP improvement strategies.

C.1(c): Description of baseline data for key measures

The first year of Smarter Balanced Assessment Consortium (SBAC) data were collected in 2014-15 and reported in the DE SSIP Phase II plan. On page 28, we report on the 2017-17 SBAC data, which reflects the second year of SSIP implementation.

Baseline teacher impact survey data were collected for Cohort 1 and 2 schools during 2016-17, although at different times of the year. One Cohort 1 school completed their baseline survey in January 2017, with a second administration completed in May 2017. The other two Cohort 1 and the two Cohort 2 schools completed their baseline survey in May 2017, with a second administration to be completed in May 2018.

Due to the small number of administrators, structured interviews were used, rather than surveys, to gather feedback from participating principals, curriculum directors, and coaches. A true baseline was not conducted. The first set of interviews occurred in June 2017 with each Cohort 1 school. The report is included in Appendix G.

A baseline family survey has been developed, but has not been administered yet. The original plan was to administer the survey at the beginning of family literacy nights at each participating schools. However, the family literacy night only occurred once, at one of the three Cohort 1 schools. That evening had limited attendance and concern was expressed about the possibility of reaching those same parents for a second survey administration. Planning efforts are underway with the DE PIC and other partners to determine the best way to gather feedback from families to assess the impact of the Delaware Early Literacy Initiative on families.

C.1(d): Data collection procedures and associated timelines

The DE SSIP evaluation plan was developed during SSIP Phase II. It is included in Appendix R. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines.

C.1(e): [If applicable] Sampling procedures

Not Applicable

C.1(f): [If appropriate] Planned data comparisons

Not Applicable

C.1(g): How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements

Quantitative and qualitative evaluation data were collected after each training and were used to inform subsequent training. A teacher impact survey was developed and administered to teachers at each participating school, although only one school completed a second survey administration during this reporting period. While most of the items addressed teachers' current level of understanding and skills related to early literacy instruction, two items asked about the impact of the professional learning provided during the first four months of the Delaware Early Literacy Initiative. That information was shared with AIR staff to inform ongoing professional learning. As the sample grows larger, we will use ANOVA to assess the degree and statistical significance of change over time.

C.2: How DE has demonstrated progress and made modifications to the SSIP.

C.2(a): How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR.

C.2(c): How data support changes that have been made to implementation and improvement strategies.

C.2(e): 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

At this stage of implementation, there are few data available. Training evaluation data were reviewed to plan for subsequent training. The qualitative teacher survey data collected in May 2017 at the one fully implementing school suggested teachers were benefiting from the professional learning provided to date. Qualitative input from the curriculum director in the district with two participating schools indicated that the current coach was not a good match for their schools. Through some difficult conversations, in collaboration with staff from the DDOE, AIR, and the impacted district, a new coach was interviewed and hired in March 2017.

C.2(b):Evidence of change to baseline data for key measures

The teacher impact surveyed was designed to assess changes in the bulleted items below. Each item on the survey corresponded to at least one outcome identified in the DE SSIP logic model.

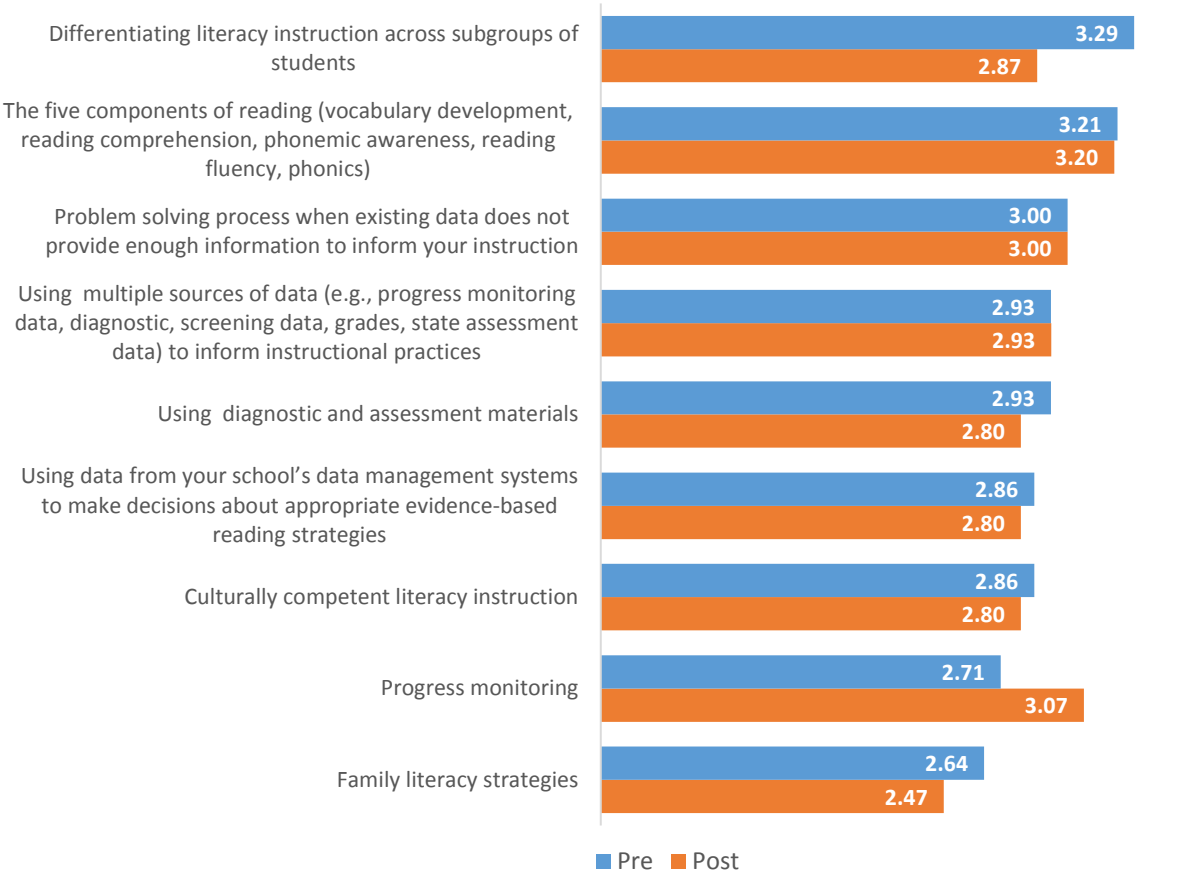
- Teachers' literacy and MTSS knowledge
- Frequency of use of evidence-based literacy and MTSS practices
- Ease of use in accessing data
- Parent involvement
- Administrative support
- Expectations for students with disabilities
- School climate for supporting literacy

As mentioned previously, a second survey administration was only conducted in one school during this reporting period. The baseline survey was administered in January 2017, with a second survey conducted in May 2017. Of the 27 participating K-3 teachers, 18 (67%) completed both rounds of survey. Data from these teachers are included in the analyses below.

The first set of questions inquired about teachers' knowledge of various topics related to literacy and MTSS. On average, teachers' perceived themselves as somewhat knowledgeable to knowledgeable about literacy and MTSS (see Chart 8). For many items, the average post-test score was slightly lower than their pre-test results. It is possible that as the result of the training and coaching they received, the teachers realized their initial perceptions of their literacy and MTSS knowledge was inflated. Much of the coaching for this school focused on progress monitoring, the item that experienced the most growth over the five month period between survey administrations and was the area where teachers felt most knowledgeable, other than the five components of reading, after the first year of professional learning. The participating K-3 teachers felt least knowledgeable about family literacy strategies.

Chart 8: Literacy Knowledge of Teachers at School with Full Implementation

(Scale: 1=Not Knowledgeable, 2=Somewhat Knowledgeable, 3=Knowledgeable, 4=Very Knowledgeable)

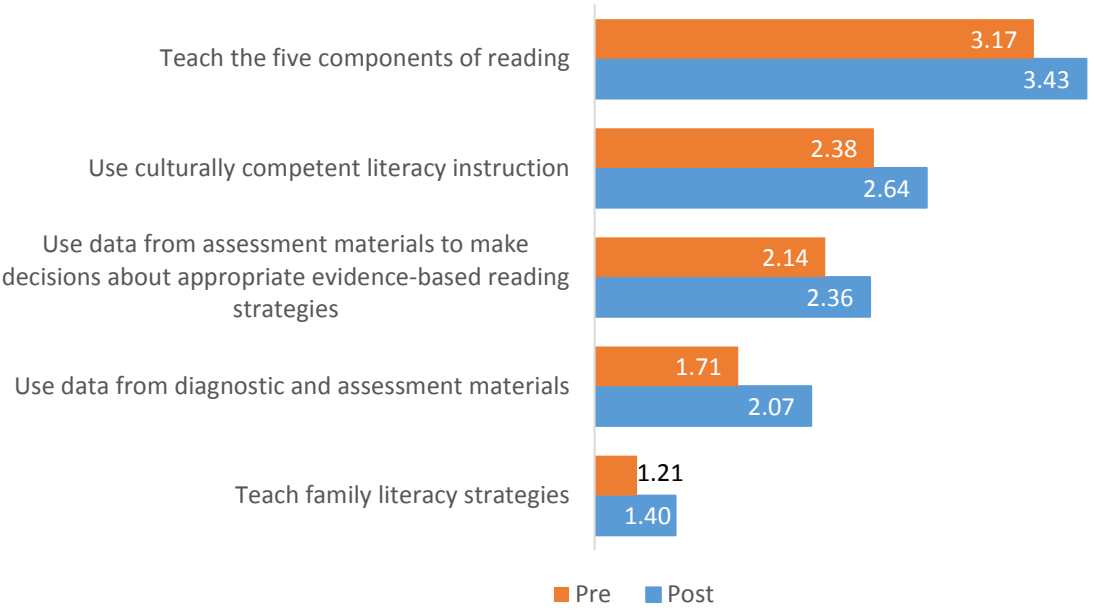


Next, participating teachers were asked how often they used the evidence-based literacy and MTSS strategies listed in Chart 9 (on the next page). Over the course of the five month period,

teachers reported using each strategy more in May than they had in January. The largest increase was in the use of data from diagnostic and assessment materials. Teachers stated that of all the strategies in Chart 9, they taught the five components of reading most often, followed by the use of culturally competent instruction. Similar to the last set of data, the least used strategy at pre- and post-test, and the strategy with the least change, was teaching family literacy strategies.

Chart 9: Frequency of Use of Strategies by Teachers at School with Full Implementation

(Scale: 1=Rarely, 2=Monthly, 3=Weekly, 4=Daily)



As data is an essential component to literacy and MTSS, the survey addressed teachers' ease in accessing data to use for instructional decision making. As shown in Chart 10, the participating teachers felt that it became a little easier to access data over the five-month period, stating in May 2017 that they had good access to data.

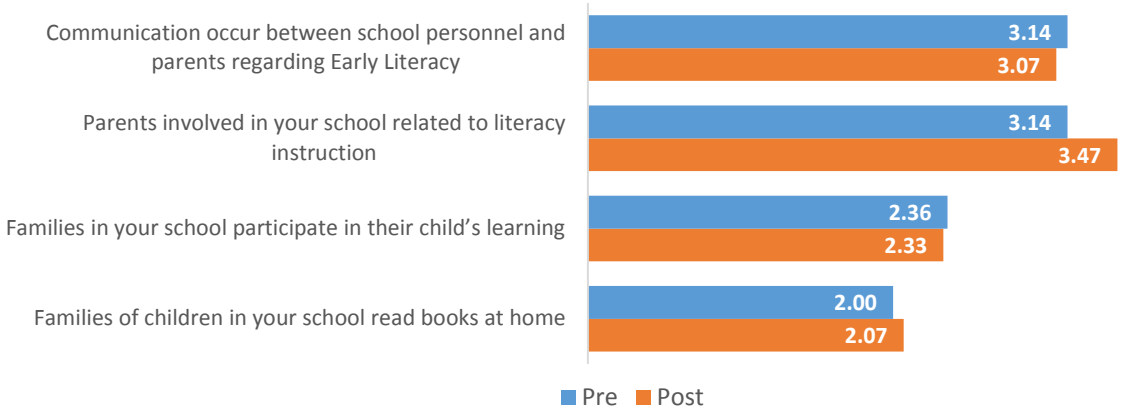
Chart 10: Ease of Use in Accessing Data According to Teachers at School with Full Implementation

(Scale: 1=Poor, 2=Fair, 3=Good, 4=Excellent)

The next set of questions in Chart 11 addressed issues related to parental involvement. The teachers perceived a large increase in parents' involvement related to literacy instruction over the five-month period. The other three items: communication between school personnel and families, families' participation in their child's learning, and the degree to which families from their school read to their children saw little change in the frequency of use during this time period, as perceived by the participating K-3 teachers.

Chart 11: Frequency of Parent Involvement as Reported by Teachers at School with Full Implementation

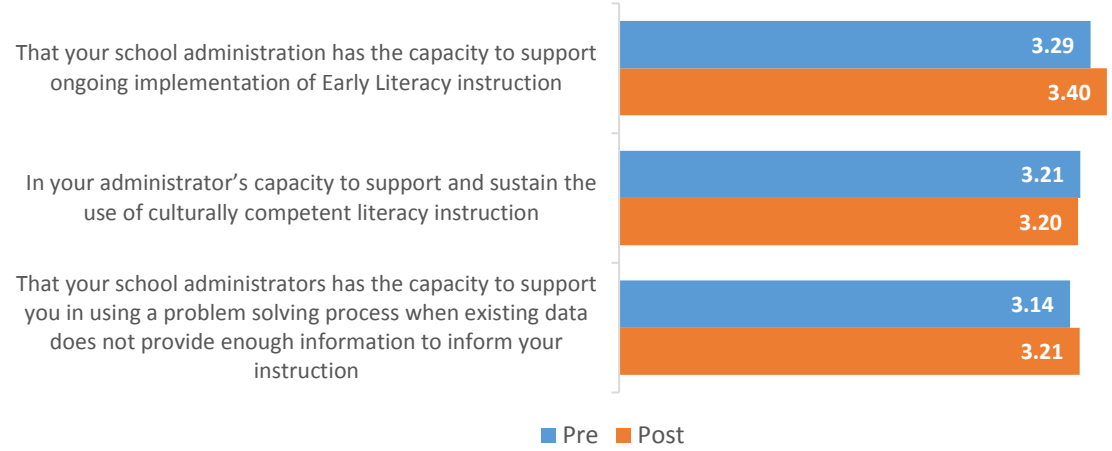
(Scale: 1=Rarely, 2=Monthly, 3=Weekly, 4=Daily)



As shown in Chart 12, teachers on average were confident in their administration's capacity to support the processes used in the Delaware Early Literacy Initiative. The teachers reported small increases in the capacity of their school's administration to support ongoing implementation of early literacy practices and the use of a problem solving process to inform instruction. The teachers' perceptions of their administration's capacity to support and sustain culturally competent instruction did not change over the five-month period.

Chart 12: Confidence of Teachers at School with Full Implementation in Adminstrative Support

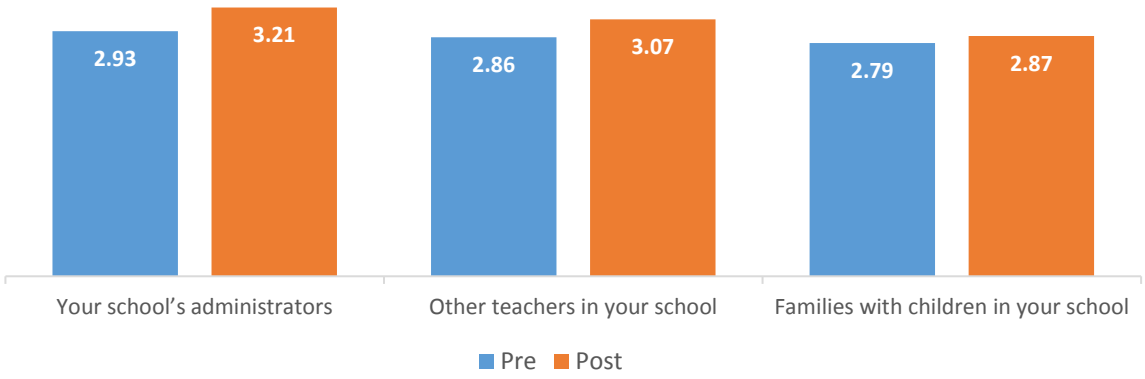
(Scale: 1=Not Confident, 2=Somewhat Confident, 3=Confident, 4=Very Confident)



One of the DE SSIP's improvement strategies is to increase expectations for students with disabilities by school personnel and families. On average, the participating K-3 teachers felt that there were moderate expectations for students with disabilities, with school administrators reported to have higher expectations, at pre- and post-test, than other teachers in the school, as well as families (see Chart 13). Each group was perceived to have slightly higher expectations in May, than in January.

Chart 13: Perceptions of Expectations for Students With Disabilities- Teachers at School with Full Implementation

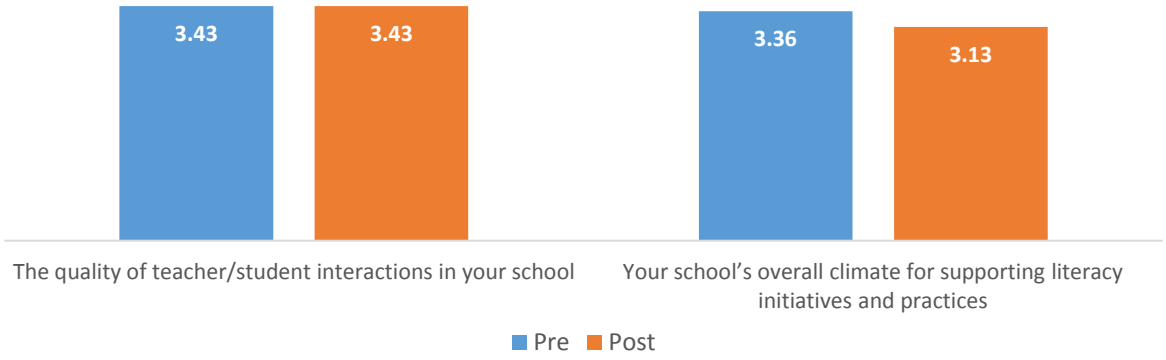
(Scale: 1=Very Low, 2=Low, 3=Moderate, 4=Very High)



The last set of questions (see Chart 14) addressed teachers' perceptions of their school's climate related to the quality of teacher and student interactions, and the school's climate for supporting literacy. The K-3 teachers who responded felt that quality of interactions between students and teachers was moderate to very high. Slightly lower ratings were provided for their school's climate to support literacy practices, with a small decrease in ratings from January to May 2017.

Chart 14: School Climate Ratings by Teachers at School with Full Implementation

(Scale: 1=Poor, 2=Low, 3=Moderate, 4, Very High)



C.2(d): How data are informing next steps in the SSIP implementation

Quantitative and particularly qualitative data have been used throughout Phase III to inform next steps. Qualitative data gathered from the August 2016 kick-off meetings with AIR, the external evaluator, and participating schools provided guidance into the first two trainings. Training evaluation data provided direction for subsequent trainings. AIR collected needs assessment data from each school to inform the coaching to be facilitated at each school.

Staff from the DDOE and AIR speak weekly to plan for upcoming professional learning activities, using any data available to guide the discussions. Similarly, DDOE and participating school administrators communicate on a regular basis to plan for next steps. These feedback loops have allowed for implementation strategies to be reviewed and revised as need.

C.3. Stakeholder involvement in the SSIP evaluation

C.3(a): How stakeholders have been informed of the ongoing evaluation of the SSIP

C.3(b): How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Similar to the information provided in section 2.2, on page 18, the MTSS Leadership Team and Advisory Council were the primary stakeholders with an ongoing voice and input into SSIP evaluation. The MTSS Leadership Team met four times and the Advisory Council met three times during Phase III implementation in 2016-17. Each meeting included informational presentations on SSIP status, as well as time for the MTSS Leadership Team and Advisory Council members to work in small groups to provide input and guidance into SSIP improvement and evaluation activities. These stakeholders also provided input into how to align the DE SSIP with the DE SPDG. As part of these discussions, they have provided feedback related to intended outcomes, data collection processes, and reporting.

Other stakeholders that are part of the evaluation communication plan include DDOE staff, participating schools, LEA Special Education Directors, the DE Teaching & learning Cadre composed of general education curriculum directors, the DE RTI Coalition, Part C, the DE PTI, and the GACEC. They have received at a minimum, one-page evaluation InfoGraphics for each Literacy Institute conducted in 2016-17.

D. Data Quality Issues

D1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data

D.1(a): Concern or limitations related to the quality or quantity of the data used to report progress or results

For the one Cohort 1 school that completed the pre- and post-teacher impact survey in January and May 2017, the initial baseline teacher impact survey was not administered until two months after the first training. As a result, the January 2017 data are inflated, suggesting that some of the changes may have been greater than reported in this report. The sample size at this time is small, but participants have been responsive to surveys and other data collection activities.

We have struggled to develop strong pre/post questions to assess the impact of training on participants' knowledge of literacy and MTSS that accurately measure participants' knowledge. The content of literacy and MTSS don't lend themselves well to multiple choice or true/false types of questions. Developing quality qualitative items is challenging. As a result, care must be taken in interpreting the training knowledge data.

During the first year of implementation, we did not have a fidelity of intervention instrument in place. We measured the fidelity to which each school's action plan was implemented, but spent much of the year examining different instruments that align with the literacy and MTSS practices of our SSIP. As discussed on pages 6 and 7, we have identified an instrument, but are currently studying ways to minimize the burden for school personnel in completing the instrument.

D.1(b): Implications for assessing progress or results

These data limitations should not significantly impact the ability to assess progress. There are other data sources that will inform progress. Teacher impact survey and administrator interview data collected provided stakeholders' perceptions on the impact of the professional learning. As the fidelity of intervention instrument is implemented, we will be able to triangulate these different data sources to assess implementation quality.

The primary student data to be collected to assess progress are progress monitoring, benchmarking, and SBAC data. We were not able to collect progress monitoring and benchmarking data in 2016-17, but efforts are underway to work with the participating schools to obtain at least a sample of these data from participating schools. The Cohort 1 charter school has committed to providing these data. Conversations are underway with the district with schools in Cohorts 1, 2, and 3.

D.1(c): Plans for improving data quality

As most evaluation instruments have been developed, we are now in a position to administer baseline surveys more precisely, thus better measuring progress and impact. The fidelity of intervention tool will be ready to roll out in the next school year to provide us with a more accurate picture of implementation fidelity. We will continue to work with district and school personnel to gather the necessary student data to assess the ultimate impact on student learning.

E. Progress toward Achieving Intended Improvements

E.1. Assessment of progress toward achieving intended improvements

E.1(a): Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

As discussed on page 2, significant infrastructure improvements occurred in 2016-17. The SSIP Advisory Council incorporated members of the Delaware RTI Coalition to create the Delaware MTSS Advisory Council. For the last two years, the Delaware RTI Coalition researched MTSS systems and made recommendations to the DE DOE to inform RTI policy. In fall 2017, the SSIP Advisory Council became the MTSS Advisory Council. Also, Delaware's 2017 SPDG proposal was funded to provide much needed resources to fully implement the SSIP improvement strategies. Last, SSIP staff are part of the Delaware Campaign for Grade Level Reading Committee, created to support Governor Carney's priority of early literacy.

E.1(b): Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

To assess the degree to which training is implemented with fidelity, the two AIR trainers were observed by Dr. Jill Pentimonti of AIR during the fall 2017 training. The training fidelity instrument is included in Appendix E. The results of the observations were reviewed with the Institute trainers and shared with the DE SSIP Coordinator and external evaluator. Through the course of the year, the project team has been developing a coaching fidelity tool. This tool is based on indicators of high-quality professional learning and probes for coaching practices such as: coach illustrates the applicability of material, knowledge, or practice to the participants, provides examples of the content and practice in use, among other twelve indicators. At the end of the school-year, participants will be surveyed to gather feedback on their perceptions of the impact of SSIP activities on intended outcomes. To assess fidelity of instructional practices, the project team modified the RTI Center RTI Integrity Rubric, to align to the needs of Delaware districts, and is in the process of developing an EBP instructional fidelity protocol, aligned to the reading and literacy fundamentals specified in the National Reading Panel (NRP, 2000) and National Early Literacy Panel (Lonigan & Shanahan, 2009), and informed by extant tools, such as the Recognizing Effective Special Education Teachers (RESET) Rubrics (Johnson et al., 2015), Instructional Content Emphasis Revised (Vaughn, 2004), among others.

The AIR coach at one school has used a coaching event summary tool to capture the fidelity of coaching at that school site. This self-assessment tool measures the coaches' impact in the areas of alliance building and implementation support and is used to document evidence in each category. The professional learning activities have impacted the implementation of progress monitoring at the school sites. As mentioned above, one school has begun the process of implementing progress monitoring with a pilot group of teachers. At another school site, progress monitoring was occurring at the students' grade level rather than at their instructional level. Following the second day of the Literacy Institute, this school made plans to begin progress monitoring at the students' instructional level in order to provide more targeted intervention for students.

E.1(c): Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

In 2016-17, our only quantitative data sources to assess project outcomes are training evaluation data, needs assessment data, two administrations of the teacher impact survey from the Cohort 1 charter school, and SBAC data. At the Cohort 1 charter school, the teacher impact survey data suggests that teachers are more knowledgeable about progress monitoring and more frequently use data for instructional decision-making, use culturally competent literacy instruction, teach the five components of reading, and teach family literacy strategies.

Qualitative data from the principal interviews have highlighted coaching challenges in the other two Cohort 1 schools that were addressed promptly. While little progress towards project outcomes has occurred in those schools, the infrastructure has been addressed to support professional learning efforts. The sample below of qualitative data from the May 2017 teacher impact survey from the Cohort 1 charter school suggests that the professional learning provided has impacted teachers' instructional practices. The full list of responses is in Appendix F.

- It has impacted the overall way I approach teaching literacy. I learned different ideas and techniques to use when providing literacy instruction.
- The Delaware Early Literacy training provided helpful strategies and allowed me to reflect and enhance my instruction.
- Delaware Early Literacy provides suggestions, open ended discussions, as well as need-based trainings that teachers are about to confidently and consistently implement in the classroom on a daily basis.
- It has allowed me to learn more about RTI so that we can implement it more effectively.

E.1(d): Measurable improvements in the SIMR in relation to targets

Third grade reading results from the Smarter Balanced Assessment Consortium (SBAC) and the Delaware Alternate Assessment (DCAS-ALT1) are used to measure Delaware's SIMR. Table 3 lists the year of assessment, actual data for 2014-15 and 2015-16, target data for subsequent years, and the expected change from baseline. The 2014-15 and 2015-16 data are baseline, as the initiative began in fall 2016. The 2017 SBAC data show an increase in the percent of Delaware third graders scoring below proficient on the SBAC and DCAS-ALT1. At this early stage in implementation, we did not expect to see changes in student performance at this time.

Table 3: Percent of all DE 3rd Graders with IEPs Scoring below Proficiency on State Assessments

FFY	2014	2015	2016	2017	2018
Assessment Administration	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Targets	74.69% (Baseline)	74.69%	73.69%	71.69%	69.69%
Data	74.69% (Baseline)	75.30%	76.08%		
Decrease from Baseline	Decrease from the Baseline	Same	+0.78%	-3.0	-5.0

F. Plans for Next Year

F.1: Additional activities to be implemented next year, with timeline

Professional learning strategies, including training and coaching, supported by evaluation activities will continue through the 2017-18 school year for the Cohort 1 and 2 schools with the intended outcome of building the instructional capacity of school personnel. There will be a more strategic focus on working at the district level to support district-level MTSS systems and infrastructure that supports comprehensive and strategic district-wide implementation of MTSS, in addition to the individual school-level work that is ongoing. Therefore, the district and school systems will be a simultaneous focus in the work going forward.

Recruiting efforts were successful for Cohort 2. Cohort 2 includes two elementary schools and a preschool. Cohort 3 recruitment efforts have been ongoing. Currently, a new elementary school from the participating district and a second charter school, will be members of Cohort 3. The DDOE SSIP Project Director has met with potential LEAs and is also reaching out within the DDOE to discuss potential partnerships with priority schools which is also a priority for Delaware's new governor and Secretary of Education, as well as reaching out to other DDOE workgroups and branches.

The MTSS Leadership Team and Advisory Council will continue meeting to inform the SSIP (and the SPDG) and provide feedback regarding implementation of the Delaware Early Literacy Initiative. The DE SSIP has been fully aligned with the Delaware's 2017 SPDG recently awarded proposal, to enhance SSIP implementation. These teams are also engaging in discussions about guidance and support materials to help promote MTSS implementation as well as strategic outreach to parent and caregiver resource groups.

F.2: Planned evaluation activities including data collection, measures, and expected outcomes

We will continue to follow our Phase III evaluation plan, based on the logic models developed in Phase II. A large focus of this reporting period has been on instrument development, which caused a delay in baseline survey administrations. Instruments and processes are in place to gather year-end data from participating teachers and administrators. At the same time, we are now in a position to gather true baseline data on future cohorts.

F.3: Anticipated barriers and steps to address those barriers

As the DDOE continues recruiting efforts for Cohort 3, funding to support scaling up is a great concern. The DDOE is accessing multiple avenues to support scaling up the Delaware Early Literacy Initiative including discussions across the Department. The 2017 Delaware's SPDG will assist in continuing the work of the SSIP.

At one LEA, we found that teacher buy-in was a barrier. During our second year, we are collecting MTSS needs assessment data and teacher perception data prior to designing training and coaching activities to better meet teachers' needs. We have also kept in close contact with the participating LEA and school personnel to ensure we are meeting their needs.

F.4: The State describes any needs for additional support and/or technical assistance

Throughout Phase I, Phase II, and Phase III, the DDOE has partnered with OSEP technical assistance providers including the IDEA Data Center and the National Center for Systemic Improvement. This technical assistance has greatly contributed to the success of Delaware's SSIP. The DDOE is grateful for this support and looks forward to continuing these partnerships throughout Phase III.

Appendix A

Theory of Action

Delaware Department of Education (DDOE) SSIP Theory of Action

Strands of Action	If	Then	Then	Then
School Leadership	If DDOE models and provides information to LEA leaders about principles of Implementation Science to lead change,	Then LEAs and building leaders will model and provide information to staff about change strategies to improve instruction in schools;	Then appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.	Then grade 3 SWD will improve reading performance.
	If effective DDOE and LEA leaders model and expect culturally competent literacy instruction and sensitivity to the needs of students and families,	Then teachers will demonstrate culturally competent literacy instruction with linguistic awareness and be more sensitive to students' social/emotional needs;		
	If DDOE develops partnerships and effective communication among the staff of the DDOE, school administrators, teachers and parent support agencies to provide early literacy and literacy strategies for families,	Then families will have access to information and training to increase their knowledge and skills to support early literacy and literacy practices;		
Common Core	If DDOE provides a robust system of PD that supports implementation of literacy instruction in the Early Literacy Foundations and Common Core Standards using multi modal training, coaching, feedback, monitoring, data-based decision-making and evaluation,	Then LEAs will provide ongoing PD using this robust system to support Early Literacy Foundations and Common Core Standards in its schools.		
	If DDOE provides training to the LEAs and preschool programs on diagnostic processes and alignment with instructional strategies including assessments and tools for the five components of reading,	Then the LEAs will provide training to assessors and teachers on these diagnostic processes and selection of instructional strategies based on individual student needs;		
	If DDOE communicates and holds high expectations for the performance of SWD,	Then LEA and building leadership will be accountable for higher levels of improved performance for SWD in reading;		
Transparent Data	If the DDOE expects LEAs to use high quality data and data-based decision making,	Then the State and LEA data management systems will be robust, consistent and flexible to accept and adapt for multiple sources of data, internal and external;		
Support for Struggling Schools	If DDOE identifies a select subset of LEAs as first adopters and collaboratively partners with the LEAs to identify root causes to low reading achievement, and allocates differentiated, resources as appropriate,	Then the LEA partners with selected school(s) to identify root causes of low reading achievement and combines local resources with DDOE's resources to implement evidenced-based strategies with fidelity to address root causes;		

Appendix B

Logic Model

DE State Systematic Improvement Plan (SSIP) Project-Level Logic Model

Inputs	**Improvement Strategies/Theory of Action Components**	**Outputs** (Specific measures (counts) of activities)	**Short-Term Impacts** (Change in Knowledge, Self-Efficacy, Interest, Motivation)	**Intermediate Impacts** (Change in Instructional Practices, Administrative Support, Policies)	**Long-Term Impacts** (Most Important Outcomes)
• DOE o Exceptional Children Resources (ECR) o K-12 Initiatives/ Curriculum/Instruction o Title 1 o Office of Early Learning o World Language/ELL o Policy & External Affairs o Assessment & Data Management o State Board of Education o SSIP Core Team & Advisory Council • Vendor • Part C – Child Development • PIC, GACEC, PTA, Parent Councils • School Level Implementation Team o Administrators o Teachers (across content areas) o Literacy specialist o Families/students o District personnel • Literacy Coalition/Literacy Cadre • Preschool/Early Learning programs • Early literacy collaborative • Community agencies • External evaluators • Community • Technology • Diagnostic tools, books, & materials aligned with the five components of reading. • Social media	1. Implementation Science is used to lead change. 2. PD on culturally competent literacy instruction & sensitivity to the needs of students & families. 3. Partnerships & communication among DDOE staff, parent agencies, LEA administrators, & teachers to provide early literacy/literacy strategies for families. 4. PD that supports implementation of literacy instruction in the Early Literacy Foundations & Common Core Standards using multi-modal training, coaching, feedback, monitoring, data-based decision-making & evaluation. 5. Training on diagnostic processes & alignment with instructional strategies including assessments & tools for 5 components of reading. 6. High expectations for the performance of SWD. 7. Use of high quality data & data-based decision making. 8. First adopters conduct root cause analyses to study low reading achievement, & allocates differentiated, supports & resources as appropriate.	• Amount of o Professional Learning o Coaching o Observing, feedback • Implementation Team developed • Initiative plans & materials reflect the use of: o Implementation science. o Cultural competence o Family involvement o Learning Forward standards • Literacy materials developed • Evaluation instruments o Progress monitoring o Fidelity tool o DDOE, district, school, & family surveys, interviews, & focus groups • Communication plan is developed. • Website updated regularly with links.	• DDOE staff, LEA administrators, teachers, & staff, families, & other partners are more knowledgeable about: o Implementation science o Culturally competent literacy instruction o High expectations for SWD o Components of reading o Use of diagnostic processes o Early Literacy instruction o Common Core Standards o Data analysis methods o Using data to inform instruction o Family literacy strategies • Established competency of trainers. • There is a problem-solving process in place in the schools. • Increased parent participation in literacy events & awareness of higher expectations. • LEA and school staff are knowledgeable of root cause analyses strategies. • Progress monitoring data are collected regularly. • Greater use of data for instruction & decision-making.	• Increased rigor and expectations for students with disabilities by teachers, families, and students themselves. • School staff implement CCS and Early Literacy practices with fidelity. • LEA staff use diagnostic processes more frequently, with greater skill & purpose. • Instructional strategies are based on diagnostic & assessment data. • Appropriate evidence-based reading strategies will be selected & provided to meet the unique needs of preschool-3rd grade students with disabilities. • Schools use multiple sources of internal & external data to inform instructional practices. • Student formative assessment data from each of the five components of reading shows improvement. • Increased movement within the lower two categories of the state assessment system. • Parents incorporate literacy strategies with their children at home.	• 3rd grade students' scores on statewide reading assessment improve. (SMIR) • Higher percentage of students with disabilities score in proficient range. • Increased literacy achievement of all subgroups of students with disabilities. • Reduction in the number of students referred for special education. • State educational climate has greater emphasis on high expectations for students with disabilities. • LEA has developed the capacity to support ongoing implementation of Early Literacy. • Coaching capacity in all content areas increased. • Systems are in place at the SEA, LEA and school level to sustain partnerships with families • Increased parent involvement.

Appendix C

Institute Agendas

Delaware Early Literacy Initiative

Multi-tiered Systems of Supports for Literacy and Language and Literacy Instruction in Core Instruction

September 26/27/28 Draft Agenda

Outcomes:

- Participants will examine the essential components of a multi-level prevention system.
- Participants will participate in discussions and activities related to evidence-based literacy practices in core instruction.

I. Introduction to session

II. Focus on multi-tiered systems of supports (MTSS) in literacy
   a. Assessments in MTSS
   b. Instruction in MTSS
   c. Goal setting activity

III. Focus on foundational language and literacy instruction in the core
   a. Building Blocks of Literacy
      i. Importance of oral language proficiency
      ii. Code-based skills (concepts of print, letter recognition, phonological awareness, phonemic awareness, and phonics)
      iii. Reading fluency
      iv. Meaning-based, text-level skills (vocabulary and reading comprehension)
   b. Promoting Balanced Literacy
      i. Importance of explicit instruction balanced by immersion in language rich environments
      ii. Methods to promote a language rich environment in the classroom
   c. Supporting struggling learners in core literacy instruction
      i. Gradual release considerations
      ii. Differentiation techniques for use in core instruction
      iii. Teacher modeling with precise language
      iv. Opportunities for practice with feedback and direct error correction
      v. Multi-dimensional instructional support (visuals, graphic organizers, demonstration, manipulatives, use of multimedia and videos)
      vi. Supporting academic language and conversations (sentence frames, strategic questioning, use of pictures, word banks)
      vii. Peer-to-peer work and peer assisted learning opportunities
   d. Lesson analysis activity
   e. Goal setting activity

IV. Session wrap up

DRAFT

Delaware Early Literacy Initiative – Day 2

Multi-tiered Systems of Supports for Literacy and Language and Literacy Instruction in Core Instruction

October 17, 19, 20, 2016

Outcomes:

- Participants will examine culturally and linguistically responsive instruction as it relates to language and literacy instruction within MTSS.
- Participants will participate in discussions and activities related to evidence-based literacy practices with struggling learners in intervention.
- Participants will unpack methods for responding to non-responders in intervention through the use of data-based individualization.

Agenda:

I. Session introduction

II. Focus on culturally and linguistically responsive instruction jigsaw

a. Culturally responsive instructional practices (selected)
    a. Collaborative Teaching
    b. Instructional Scaffolding
    c. Responsive Feedback
    d. Problem Solving Approach
    e. Culturally Responsive Materials
b. Linguistically responsive instruction (selected)
    a. Robust vocabulary instruction and systematic and explicit instruction in reading components and strategies
    b. Language modeling and opportunities to use academic language
    c. Use of nonlinguistic supports
    d. Methods for conducting formative assessments with English language learners (ELLs)
    e. Considerations for peer work with ELLs

III. Intervention for struggling learners

a. Intensity and groupings for interventions, including intervention grouping considerations for ELLs
b. Identifying evidence-based intervention programs, including considerations for ELLs
c. Elements of supplemental reading interventions
d. Assessment in intervention
e. Implications for core instruction
f. Activity with case studies
g. Responding to non-responders with data-based individualization (DBI)
    a. The DBI process
        i. Secondary intervention program, delivered with greater intensity
        ii. Progress monitoring
        iii. Informal diagnostic assessment
        iv. Adaptation
        v. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress
    b. Categories of practice for intensifying intervention instruction and implications for core instruction
        i. Changing intervention dosage or frequency
        ii. Changing learning environment to promote engagement and attention
        iii. Combining cognitive processing strategies with academic learning
        iv. Modifying delivery of instruction

III. Session Wrap-up

Delaware Early Literacy Initiative
Day 3 Literacy Institute
March 27 - 29, 2017

Time	Activity/Topic
7:45–8:30 a.m.	Registration
8:30–8:45 a.m.	Welcome and Introductions
8:45–10:15 a.m.	Assessment and Data-Based Decision Making Session
10:15–10:30 a.m.	Break/Switch to Topic Groups
10:30–11:45 a.m.	Topic 1
11:45 a.m.–12:30 p.m.	Lunch/Cross-Building Collaboration
12:30–2:00 p.m.	Topic 2
2:00–2:15 p.m.	Break/Switch to Topic Groups
2:15–3:00 p.m.	Grade-Level Group Share-Out

Objectives for the Morning:

- Participants will discuss the purposes and features of screening and progress monitoring data within an MTSS framework.
- Participants will analyze student screening and progress monitoring data to make instructional decisions.
- Participants will be introduced to supporting materials and resources to facilitate team problem solving and instructional decision making with data.

Objectives for vocabulary:

- Participants will discuss the features of effective vocabulary instruction.
- Participants will identify vocabulary instructional strategies that fit their classroom context.
- Participants will reflect on how to apply instructional strategies to meet the needs of struggling readers.

Objectives for Phonics:

- Participants will discuss the features of effective phonics instruction.
- Participants will identify phonics instructional strategies that fit their classroom context.
- Participants will reflect on how to apply instructional strategies to meet the needs of struggling readers.

Objectives for Comprehension

1. Participants will discuss the features of effective reading comprehension instruction.
2. Participants will identify reading comprehension instructional strategies that fit their classroom context.
3. Participants will reflect on how to apply instructional strategies to meet the needs of struggling readers.

Delaware Early Literacy Initiative
Day 1 Literacy Institute – Cohort 2
May 10-12, 2017

I. Overview of the Delaware Early Literacy Initiative (Barb)

II. Introduction to session – include in the intro that the information presented today may be review but that we will apply it throughout the day to their case studies

III. Focus on multi-tiered systems of supports (MTSS) in literacy
   a. Assessments in MTSS
   b. Instruction in MTSS
   c. Goal setting activity

IV. Focus on foundational language and literacy instruction in the core
   a. Building Blocks of Literacy
      i. Importance of oral language proficiency
      ii. Code-based skills (concepts of print, letter recognition, phonological awareness, phonemic awareness, and phonics)
      iii. Reading fluency
      iv. Meaning-based, text-level skills (vocabulary and reading comprehension)

   b. Promoting Balanced Literacy
      i. Importance of explicit instruction balanced by immersion in language rich environments
      ii. Methods to promote a language rich environment in the classroom

   c. Supporting struggling learners in core literacy instruction
      i. Gradual release considerations
      ii. Differentiation techniques for use in core instruction
      iii. Teacher modeling with precise language
      iv. Opportunities for practice with feedback and direct error correction
      v. Multi-dimensional instructional support (visuals, graphic organizers, demonstration, manipulatives, use of multimedia and videos)
      vi. Supporting academic language and conversations (sentence frames, strategic questioning, use of pictures, word banks)
      vii. Peer-to-peer work and peer assisted learning opportunities
   d. Lesson analysis activity
   e. Goal setting activity

V. Session wrap up

Appendix D

Institute Evaluation Summaries

Delaware State Systemic Improvement Plan

Early Literacy Inititive – Day 1 Training – September 2016

As part of Delaware's State Systemic Improvement Plan (SSIP), the Delaware Early Literacy Initiative sponsored three one day institutes on "Multi-tiered Systems of Supports for Literacy and Language and Literacy Instruction in Core Instruction," on September 26-28, 2016. The purpose of the institutes was to increase participants' understanding of the essential components of a multi-level prevention system and to facilitate discussions and activities related to evidence-based literacy practices in core instruction. The trainings were facilitated by Melodee Walker and Zach Weingarten of the American Institutes of Research (AIR). The participants were from three schools, H. O. Brittingham Elementary and Milton Elementary, both in Cape Henlopen School District and Thomas Edison Charter School. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers.

Chart 1: Percentage of Correct Items on Pre/Post Knowlege Assessment

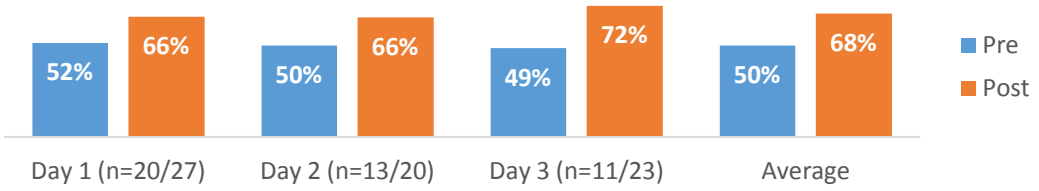


Chart 2: Adult Learning Needs

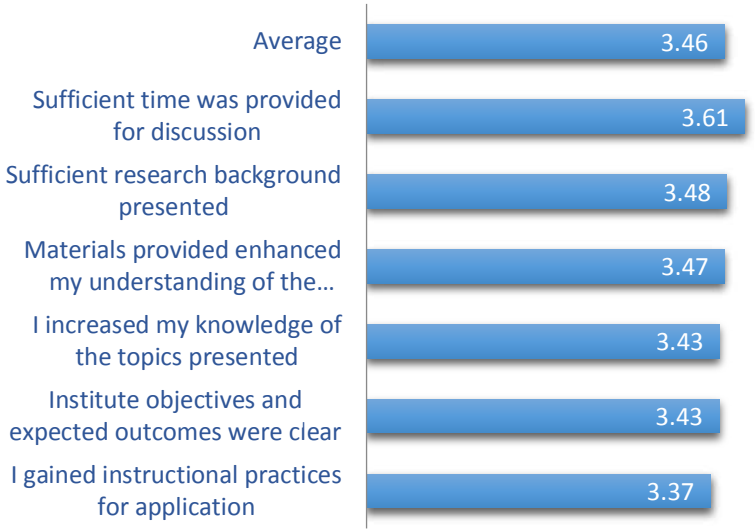
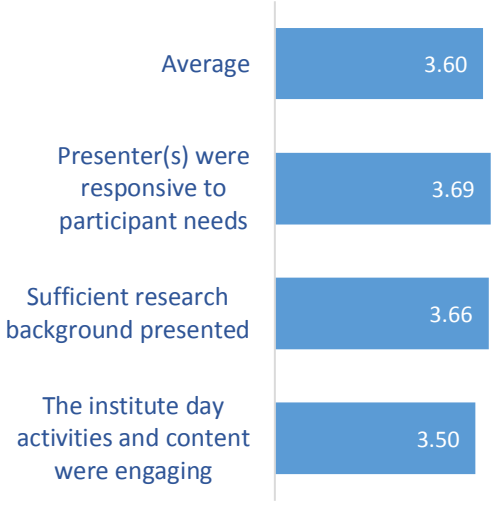


Chart 3: Satisfaction Data



(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Best Part of the Institute

"Learning strategies to use in the classrooms and reflecting on what can improve instruction."

"The videos of teachers performing the ideas to how it should be implemented."

"Collaboration with team and other schools."

Summary: Participants across the three individual institutes averaged an 18% increase from pre- to post-test in their knowledge of how to implement literacy instruction within an MTSS framework. The average post-test score was 68% (Chart 1). On average, the participants felt that their adult learning needs were met, particularly in regards to providing ample time for discussion (Chart 2). General feedback from the institutes indicated that the presenters were responsive to participants' needs, the activities and content were engaging, and sufficient research was provided (Chart 3).

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Delaware State Systemic Improvement Plan

Early Literacy Inititive – Day 2 Training – October 2016

As part of Delaware's State Systemic Improvement Plan (SSIP), the Delaware Early Literacy Initiative sponsored three one-day institutes on "Multi-tiered Systems of Supports for Literacy and Language and Literacy Instruction in Core Instruction," on October 17, 19, and 20, 2016. The purpose of the institutes was to increase participants' understanding of the essential components of a multi-level prevention system and to facilitate discussions and activities related to evidence-based literacy practices in core instruction. The trainings were facilitated by Melodee Walker and Zach Weingarten of the American Institutes of Research (AIR). The participants were from three schools, H. O. Brittingham Elementary and Milton Elementary, both in Cape Henlopen School District and Thomas Edison Charter School. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers.

Chart 1: Percentage of Correct Items on Pre/Post Knowlege Assessment

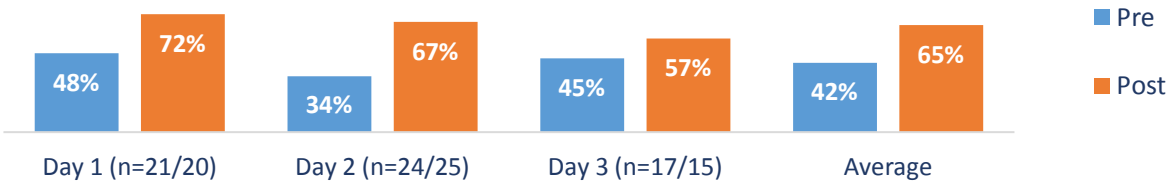


Chart 2: Adult Learning Needs

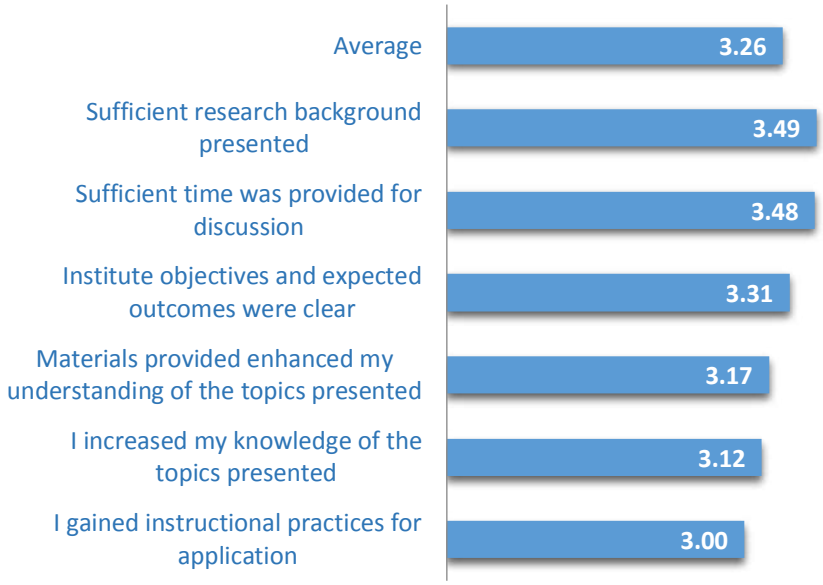
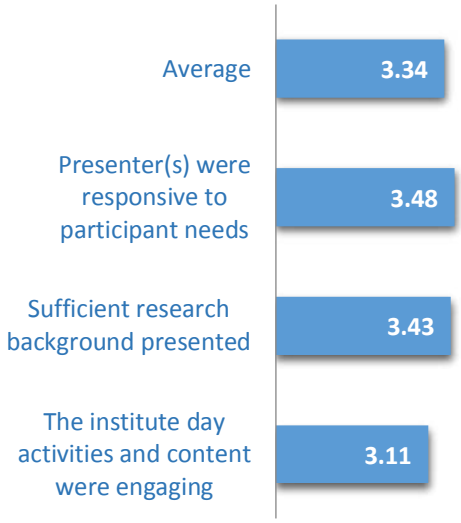


Chart 3: Satisfaction Data



(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Best Part of the Institute

"Topics/content were useful."

"Culturally responsive teaching video."

"Sharing out ideas with school teams."

"Learning from instructors."

Summary: Participants across the three individual institutes averaged a 23% increase from pre- to post-test in their knowledge of how to implement literacy instruction within an MTSS framework. The average post-test score was 65% (Chart 1). An item analysis is provided in the full report. On average, the participants felt that their adult learning needs were met, particularly in regards to providing ample time for discussion (Chart 2). General feedback from the institutes indicated that the presenters were responsive to participants' needs, the activities and content were engaging, and sufficient research was provided (Chart 3).

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Delaware State Systemic Improvement Plan

Early Literacy Initiative – Delaware Language and Literacy Institute – March 2017

As part of Delaware's State Systemic Improvement Plan (SSIP), the Delaware Early Literacy Initiative sponsored the third session of the Delaware Language and Literacy Institute on March 27-29, 2017. The same training was presented on each day so schools could minimize the number of teachers out of the building on each day. The purpose of the Institute was to increase participants' understanding and use of screening and progress monitoring data within a Multi-Tiered System of Supports (MTSS) framework. The trainings were facilitated by Melodee Walker, Zach Weingarten, Lauren Artzi, and Penny Smith of the American Institutes of Research (AIR). The participants were from three schools, H. O. Brittingham Elementary and Milton Elementary, both in Cape Henlopen School District and Thomas Edison Charter School. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers.

Chart 1: Percentage of Correct Items on Pre/Post Knowledge Assessment

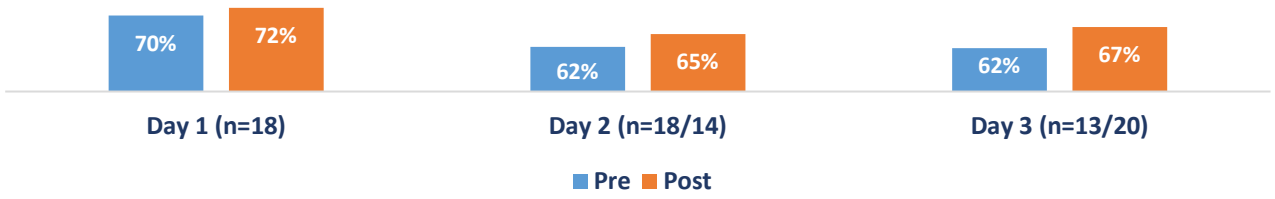
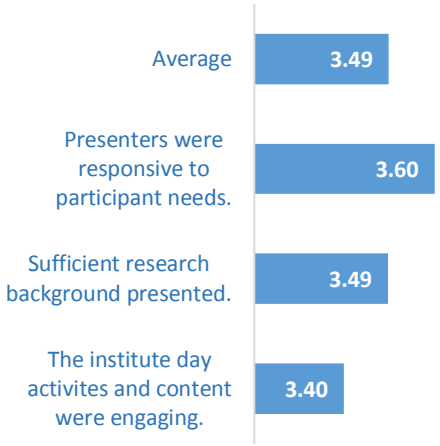


Chart 2: Adult Learning Needs

Chart 3: Satisfaction Data



(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Best Part of the Institute

"Discussions with colleagues & scenarios."

"Engagement and collaboration during sessions."

"Learning about different tools to implement."

Summary: Participants across the three daily sessions averaged only a 3% increase from pre- to post-test in their knowledge of how to implement literacy instruction, within an MTSS framework. The average post-test score was 68% (Chart 1). An item analysis is provided in the full report. On average, the participants felt their adult learning needs were met (Chart 2). General feedback from the institutes indicated the presenters were responsive to participants' needs, the activities and content were engaging, and sufficient research was provided (Chart 3).

Delaware State Systemic Improvement Plan

Early Literacy Initiative – Cohort 2 - Day 1 Training – May 2017

As part of Delaware's State Systemic Improvement Plan (SSIP), the Delaware Early Literacy Initiative sponsored three one day institutes on "Multi-tiered Systems of Supports for Literacy and Language and Literacy Instruction in Core Instruction," on May 10-12, 2017. The purpose of the institutes was to increase participants' understanding of the essential components of a multi-level prevention system and to facilitate discussions and activities related to evidence-based literacy practices in core instruction. The trainings were facilitated by Melodee Walker, Lauren Artzi, and Penny Smith of the American Institutes of Research (AIR). The participants were from two schools, Rehoboth Elementary and Shields Elementary. Participants included administrators, district curriculum coordinators, literacy coaches, and teachers. Forty-seven of 51 participants (92%) across the three days completed the evaluation survey.

Chart 1: Percentage of Correct Items on Pre/Post Knowledge Assessment

(n=48/37)

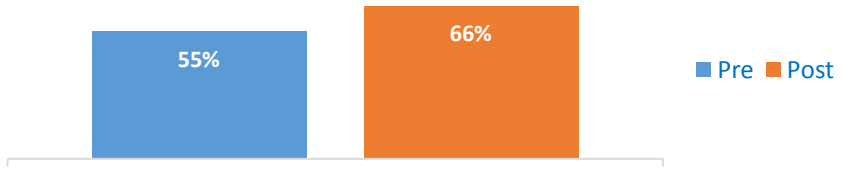


Chart 2: Adult Learning Needs

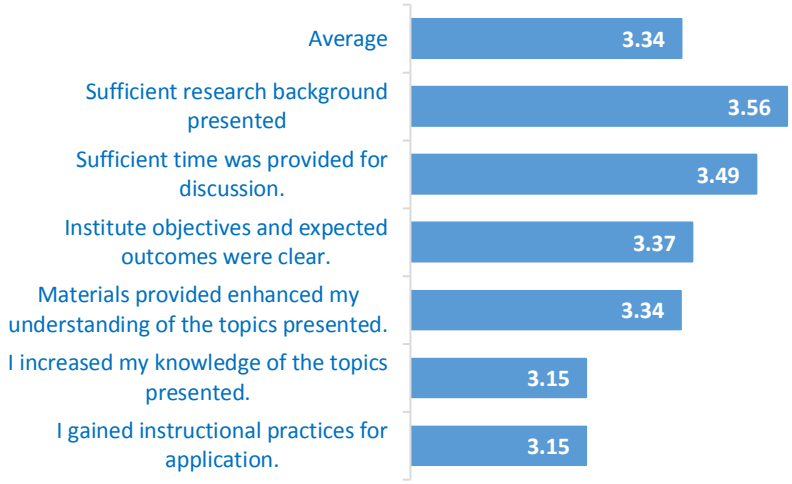
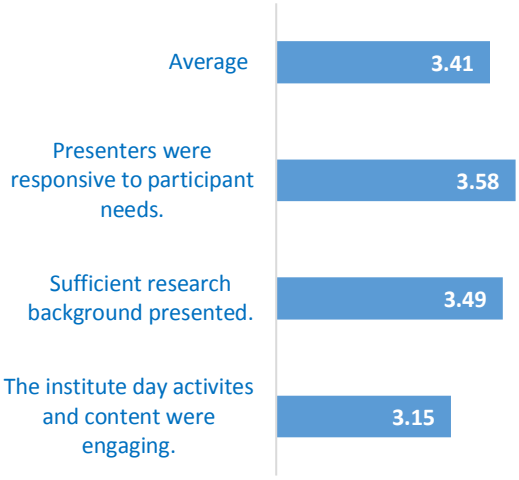


Chart 3: Satisfaction Data



(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

Best Part of the Institute

"Having discussion time w/peers to discuss these topics at length."

"Engaging activities and time to discuss with teachers"

"Enjoyed the discussion regarding next steps and the time to plan"

"Talking with cohort members; & moving from group to group w/one presenter"

Summary: Participants across the three individual institutes averaged an 11% increase from pre- to post-test in their knowledge of how to implement literacy instruction within an MTSS framework. The average post-test score was 66% (Chart 1). On average, the participants felt that their adult learning needs were met, particularly in regards to providing ample background research and time for discussion (Chart 2). General feedback from the institutes indicated that the presenters were responsive to participants' needs, the activities and content were engaging, and sufficient research was provided (Chart 3).

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Appendix E

Training Fidelity Tool

HQPD Domain	Indicator	Example 1	Example 2	Example 3
Preparation	**1. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training**	Paper copy of agenda included in training packet for participants	Agenda included in pre-training e-mail	Agenda given via powerpoint at start of training
Introduction	**2. Aligns with school/ district/ state standards or goals**	Trainer shows how intervention fits in with the Elementary and Secondary Education Act & Individuals with Disabilities Education Act	Trainer discusses how the district selected this intervention for implementation as part of an improvement plan	Trainer refers to the program as part of a federally-funded State Personnel Development Grant
	3. Emphasizes impact of content on student learning outcomes	Has participants brainstorm the ways the intervention will impact students, especially students with disabilities	Trainer uses data to show that the intervention is shown to positively impact postschool outcomes and inclusion in the general education classroom for students with disabilities	Trainer shares research that shows that the use of the instructional strategies improved academic achievement for students
	4. Emphasizes the importance of high expectation for all students.	Training materials highlight the importance of high expectations for all students.	Trainers promote opportunities for participants to discuss examples of maintaining high expectations for all students.	Trainers emphasize the importance of high expectations across all areas of literacy.
	5. Assists participants in considering and applying culturally responsive teaching practices.	Trainers demonstrate evidence of learning about local communities and school contexts to better understand student populations served by school personnel participants.	Training materials reflect an understanding of student populations of participating schools.	Trainers infuse discussions with emphasis on the integration of culturally responsive teaching practices focused on student ideas, values, and preferences.
Demonstration	**6. Provides examples of the content/practice in use (e.g., case study, vignette)**	Trainer provides video examples of the intervention in place within classrooms at different grade levels	Trainer provides hands-on demonstrations of how to use new tech tools	Trainer uses a case study to demonstrate how the initiative works for a student (i.e., universal screening, intervention, progress monitoring data)
	7. Illustrates the applicability of the material, knowledge, or practice to the participants' context	Trainer describes how the intervention will benefit schools/classrooms	Trainer shows trend data before and after the practice was implemented in a school	Trainer presents a case study of a teacher who has successfully implemented the intervention
Engagement	**8. Includes opportunities for participants to express personal perspectives (e.g., experience, thoughts on concept)**	Participants use their experiences and prior knowledge to fill in a worksheet on the advantages and disadvantages of various instructional approaches	Participants work together to strategize ways to overcome barriers to implementation in their school.	Trainer asks participants to share their perspectives with the group.
	9. Facilitates opportunities for participants to interact with each other related to training content	Participants independently answer questions related to the intervention, then share their answers with the group	Participants work in groups to assess implementation progress in their building.	Trainer provides opportunities for participants to think/pair/share about questions within the training
Evaluation	**10. Includes opportunities for participants to reflect on learning**	Participants strategize how to apply the knowledge from the training in their own schools	Participants reflect and ask any remaining questions at end of training	Green, yellow, and red solo cups at tables used to visually check for understanding at key points throughout training
	11. Includes discussion of specific indicators - related to the knowledge, material, or skills provided by the training - that would indicate a successful transfer to practice	Participants work in district-level teams to use a graphic organizer to create an action plan	Expectations for completing classroom observations outlined for coaches	Materials provided for educators to do mid-semester self-assessment to see if intervention is being implemented
	12. Engages participants in assessment of their acquisition of knowledge and skills	Post-test to assess trainees' grasp of learning objectives	After guided practice on how to complete an observation form, participants use the form to individually rate a video example and compare their responses to the trainer	Presenter asks participants to write down and discuss three changes they will make to their instruction based on what they learned at the training. Based on responses, presenter re-teaches and clarifies key content.
Mastery	**13. Details follow-up activities that require participants to apply their learning in a new setting or context**	Participants complete an action plan with a timeline for implementation	Due dates for steps of student behavioral assessment process reviewed at end of training	Implementation timeline with due dates provided and discussed.
	14. Offers opportunities for continued learning through technical assistance and resources	Trainer describes future trainings and explains how training fits into the series	Trainer provides contact information for technical assistance including e-mail address and phone number	Trainer shows participants where to find additional materials and readings on the project website

Appendix F

Teacher Survey Qualitative Data

Edison Qualitative Data

How has the DE Early Literacy Initiative professional learning you participated in impacted your instruction to date?

- It has impacted the overall way I approach teaching literacy. I learned different ideas and techniques to use when providing literacy instruction.
- The training with other schools was helpful in opening my eyes to strategies that work
- I plan more differentiated centers.
- The DE Early Literacy training provided helpful strategies and allowed me to reflect and enhance my instruction.
- It has provided me with resources for areas students are struggling.
- It updated my current knowledge-base...and it reminded me of various resources/skills I already had/access to...
- I have used several of the methods we learned at the third conference in my guided reading groups and whole group reading.
- DE Early Literacy provides suggestions, open ended discussions, as well as need-based trainings that teachers are about to confidently and consistently implement in the classroom on a daily basis.
- It has allowed me to learn more about RTI so that we can implement it more effectively.
- The take aways were the best things to utilize in the classroom.
- It helped me get better at doing informative assessments throughout the school year.
- It has helped to provide additional sources of data to help better determine student needs to best support them in whatever specific area/areas the student needs intervention.

- Most of the training in Dover was review of teaching methods. There were great resources but most of which could have been presented via e-email.
- I felt that the training provided general knowledge but not many teaching practices that I could use in my classroom.

Appendix G

DE SSIP 2017 Administrator Impact Report

Delaware State Systemic Improvement Plan

Delaware Early Literacy Initiative

Administrator Feedback Report

Produced By:

Brent Garrett
brent@bgarrettconsulting.net
Garrett Consulting, LLC

June 30, 2017

Delaware Early Literacy Initiative Administrator Feedback Report

Introduction

On June 21 and 22, 2017, the Delaware State Systemic Improvement Plan's (DE SSIP) external evaluator conducted interviews with administrators and a reading specialist at the three schools participating in the Delaware Early Literacy Initiative (DELI), one of the DE SSIP initiatives. One of the schools is a charter school located in the northern, urban area of the state, serving primarily students from minority communities. The other two schools are from the same school district in the southern, more rural area of the state. The professional development was facilitated by staff from the American Institutes for Research (AIR).

1. How confident do you feel in your capacity to support ongoing implementation of Early Literacy instruction? What additional supports do you need to support your teachers reading instruction?

All interviewees felt confident in their capacity to support ongoing implementation of early literacy instruction. When asked what additional supports would be helpful, one participant had a desire to spend more time with teachers, but struggles with multiple demands and varied responsibilities. A more definitive plan to support our teachers would help in this area. Another participant expressed a need to determine how to make the initiative connect to what they are doing now. One principal felt that they needed more resources, such as templates to support their teacher's instruction. Also, knowing what other successful schools were doing would be helpful. Multiple interviewees thought that more coaching would be helpful. Teachers benefit from receiving feedback from an external person. Last, one administrator stated their biggest issue is continued support in establishing a better system of Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS).

2. How confident do you feel that your school district has the capacity to support ongoing implementation of Early Literacy instruction? What additional support would be helpful?

This item was only pertinent to two participating schools. They felt that their district had the capacity to support ongoing implementation of early literacy instruction, but stressed the importance of the necessary alignment between the early literacy professional development and goals addressed through their district-wide action planning process.

3. What impact has the DE Early Literacy Initiative had on the capacity of your literacy coach/reading specialist to implement Early Literacy instruction? What additional support would be helpful?

Responses varied based on the DELI coach and the experience of the school reading specialists. In the schools with more experienced reading specialists, they felt that the DELI coaches were not in a position to increase their coaching capacity. They did feel that this experience served as a dialogue starter and provided an opportunity for them to refocus on this aspect of their work. In the school with

a less experienced reading specialist, that had more consistent DELI coaching, they found the coaching did increase the reading specialists' capacity to support early literacy instruction and MTSS implementation.

4. What impact has the DE Early Literacy Initiative had on the capacity of your building staff to implement a robust Multi-Tiered System of Academic Support (RTI)?

Two schools reported they already had a MTSS framework in place. They felt that the DELI training they received was at too low of a level and didn't address their needs. At the third school, they felt the training and coaching they received had brought the issue of MTSS to the forefront. The DELI coach helped school staff to understand the nuances between RTI and MTSS. The professional development helped to clarify their understanding and provided a structure for them to move forward in their MTSS implementation.

5. How confident are you in your capacity to support and sustain the use of culturally competent literacy instruction? What additional supports would be beneficial?

All interviewees felt that the training did not go into much depth on the use of culturally competent literacy instruction. The students vary greatly between the urban and rural environments in which they live and go to school. They stated that more differentiated professional development would benefit the school staff. At the two rural schools, interviewees stated they tried some of the strategies mentioned at the DELI training with their ESL students, but it was too basic. They thought that if cultural competence was addressed through job-embedded professional development, it would have a greater impact. They also expressed a desire to have access to studies that demonstrated evidence-based practices for students from different backgrounds/cultures.

6. How confident are you in your capacity to support the use of a problem-solving process related to data-based decision making and instruction aligned with the 5 components of reading? What additional supports would be beneficial?

The interviewees felt that the problem-solving process was not addressed to a great degree at the DELI trainings. At the two rural schools, they stated they had just reviewed their data a few days prior to the training, using a similar process that was used at the subsequent DELI training. They felt the activity was done well, but not at the level that would benefit them. The third school stated that the coaching they received on the problem-solving process would be more helpful as they begin to use AIMSweb for progress monitoring next year. They thought they did a good job of using data to support problem-solving in their use of the STEP benchmarking tool.

7. How satisfied are you with the early literacy training/coaching you received in the first year? What could be done better?

There was consensus across the participating administrators that there was a need to differentiate the training series. Many teachers were positively impacted by the training, but for many, more experienced teachers, it was too basic. The scheduling and having so many teachers out of the

classroom for three days was mentioned as a challenge. Summer training was suggested as a possibility, but teachers would need to receive a stipend. Another option would be to coordinate with participating schools far enough in advance to use time during the professional development week, prior to school starting. There are also professional development days and half-days across the school year that could be utilized.

The interviewees were more positive about the current state of DELI coaching. At the school that had the same coach all year, they found the time spent with their DELI coach to be valuable. Meetings with the DELI coach and their Building Implementation Team were specific to their needs. They perceived their coach as knowledgeable, with a nice way of making sure they stay on track. They feel that more frequent visits would have a greater impact. They are excited about visiting classrooms with the DELI coach next year and expect that to be very helpful. They suggested that it would be beneficial for the DELI coach to model strategies with some challenging students and to help with diagnostics.

At the other two schools, they were satisfied with how the Delaware Department of Education (DDOE) listened to their feedback regarding their DELI coach and made a change in personnel. They are very satisfied with the new DELI coach. She brings a lot of experience and knows how to pull things together, she is a good fit for the school. They appreciated being part of the interview team to have input on the hiring of the new DELI coach.

8. Please describe an impact you observed due to your participation in the Delaware Early Literacy Initiative.

The two schools that had an interruption in coaching did not perceive an impact from the first year of DELI implementation. There has been limited DELI engagement with their teachers at this point. However, they feel that the new plan developed with their new DELI coach is promising. The interviewees from this district stressed their satisfaction with how the DDOE handled the coaching issue. They stated that the DDOE listened to their concerns and they were willing to change. It demonstrated that the DDOE was committed to making DELI work.

At the third school, they stated that DELI brought the need for, and accountability associated with MTSS to the forefront. The interviewees stressed that it was helpful to have the message to not just come their administrators, but also from the DDOE and experts at AIR. They reported that they had made a lot of progress with the behind the scenes work to develop their MTSS framework. The DELI coach has helped them with scheduling and other logistical matters important to MTSS implementation. They feel confident that their plan to implement MTSS will be successful, although they expressed a need for training on AIMSweb. They provided a number of examples of teachers who modified their instruction based on data. Kindergarten teachers experienced progress with a couple of students who were struggling. The teachers see the value and how powerful MTSS can be for their students.

Appendix H

Intervention Guidance Document

Intervention Guidance: If … Then

Intervention Guidance Document: Thomas Edison

If a student is struggling with _____	**Then…**
Phonemic or phonological awareness	• Sky writing
Letter-naming or letter/sound correspondence	• Online Fundations resources •
Alphabetic understanding (word study, understanding the patterns, rules and exceptions of word-level decoding)	• Word sorts • Florida Center for Reading Research: http://www.fcrr.org/assessment/ET/routines/routines.html • National Center on Intensive Intervention: http://www.intensiveintervention.org/reading-sample-lessons-activities
Fluency	• Fundations fluency pages • Reading A to Z for passages • Repeated readings, Reader's Theater, echo reading • Model fluent reading (promote student engagement by leaving out words and having students fill in words) • Students follow along with finger, pencil or other pointer (text is at an instructional level; remove scaffold if it doesn't promote student engagement)
Comprehension	• Graphic organizers (e.g., story maps, informational text graphic organizers; see Reading A to Z) • Prepopulated questions (e.g., Meadows read aloud guide) • Bookworms
Vocabulary	• Teacher flip book: http://www.meadowscenter.org/files/resources/FlipBook_Screen1.pdf • Teacher lesson plan template (vocabulary): http://www.meadowscenter.org/files/elite_resources/Read_Aloud_Routine_Planning_Template_.pdf • Bookworms • Foldables
Sight Words	• Distributed daily practice (integrate into routine) • Highlight and/or preview sight words ahead of student passage reading

Behavior prevents engagement with intervention for duration and frequency provided	• http://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf
If you're not sure where the breakdown of skills is for a student…	Ask Clarifying Questions: http://www.intensiveintervention.org/sites/default/files/Ask_Clarifying_Questions_Hypothesis-Question_Bank_Handout.pdf Consider additional diagnostic assessments such as: • Informal notes or miscues from Fundations fluency pages • Informal writing samples • Running record with miscue analysis (e.g., is a student reading for meaning as demonstrated by correcting errors that don't make sense? Is a student making errors consistently across beginning, middle or end sound of words?) • "Deeper dive" into STEP data (e.g., pattern in miscues, patterns in comprehension question errors?) • Engage colleagues or problem solving team in review of data

Notes on development of this doc:

- Fundations: double-dose daily lesson or target a lesson that reinforces needed skills
- Post word sorts and FCRR lessons
- Activities related to the word solving strategies (ways to support and integrate---folder?)

Appendix I

RTI Intervention and Progress Monitoring Guidance Document

RTI Intervention and Progress Monitoring

RTI Intervention and Progress Monitoring Guidance Document Development
Thomas Edison School Site Talking Points for 2.14.17

1. Implementation and System Considerations for Tier 2 Interventions:

- Tier 2 intervention is typically:
  - Small group (3-5) supplemental instruction; 20-30 minutes of supplemental interventions three to five days per week; typically no less than 3 times/week
  - Supplemental instructional intervention **is provided in addition** to, and not in place of, the core instruction provided in Tier 1.
  - Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1.
- Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2.
  - Tier 3 is typically reserved for approximately three to five percent of students in a class who will receive more intensive instruction in addition to their core instruction
  - Tier 3 more frequently than Tier 2; aim for 30 min sessions

2. TE Guidance Document Development Progress

- **National Center on Response to Intervention Brief: Developing an RTI Guidance Document** (template)

Thomas Edison Site-Specific Considerations:

- Expected length of intervention sessions
- Decision rules for number of cycles through Tier 2
- Decision rules for number of cycles through Tier 3, number of adaptations expected
- Data entry and monitoring expectations (RTI folder; include folder reviews)
- Parent communication expectations
- Decision rules: How will STEP data be used to select Tier 2 students? Who will provide the intervention (system considerations?)

Appendix J

RTI Student Folder

Screening Data Summary

STEP Round 1	
STEP Round 2	
STEP Round 3	
STEP Round 4	

Does the student have an IEP or 504 plan?

□ YES □ NO

Progress Monitoring Goal

Goal:	
PM Tool	
Intervention program	
Start Date	
Target Date	
Target met?	
If no, describe procedure for intensifying or adapting intervention:	

AIMSweb Measure (check one)	
Letter naming fluency	
Letter sound fluency	
Phonemic segmentation fluency	
Nonsense word fluency	
Oral reading fluency	
Maze (comprehension)	

Date	**Score**

Appendix K

Parent and Teacher Communication Log

Parent and Teacher Communication Log

Date	Method of Contact	Person(s) contacted	Brief description

Appendix L

Student Weekly RTI Intervention Implementation Log

Student Weekly RTI Intervention Implementation Log (Week of _____)

Week 1

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Week 2

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Week 3

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Week 4

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Week 5

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Week 6

	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
Monday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Tuesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Wednesday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Thursday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Friday	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above (explain "no" or "partial" ratings).					

Reflecting on your daily ratings, please rate overall implementation this week:

1. Do student data indicate the need for an adaptation to the intervention based on predetermined decision rules?

2. Does the plan need to be changed due to barriers to implementation (e.g., the schedule does not allow sufficient time, student has excessive absences)?

3. If an adaptation is needed ("yes" to either question above), then consider the following:
    a. What adaptation is needed to improve the intervention implementation?

4. Describe the action plan:

Appendix M

Weekly RTI Intervention Implementation Group Log

Weekly RTI Intervention Implementation Group Log (Week of _____)

Intervention Program	

Monday

Student	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above.					

Tuesday

Student	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above.					

Wednesday

Student	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above.					

Thursday

Student	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
	□ Y □ N	□ Y □ N		□ N □ P □ Y	□ N □ P □ Y
Please note any relevant information to explain the ratings above.					

Friday

Student	Intervention offered?	Student present?	Intervention Duration	Was the student engaged? *No Partially Yes*	Was the intervention implemented as planned? *No Partially Yes*
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
	□ **Y** □ **N**	□ **Y** □ **N**		□ **N** □ **P** □ **Y**	□ **N** □ **P** □ **Y**
Please note any relevant information to explain the ratings above.					

- **Transfer to individual student form**
- **Communicate with parent(s) or other teachers as needed; update communication log**

Appendix N

MTSS Core Team Participant List

Multi-Tiered System of Academic Supports Core Team Meeting

Name	Representing
Beck, Jean	AGEC/Parent Appoquinimink School District *Families*
Bocala, Candice	Technical Assistance Facilitator National Center for Systemic Improvement, NCSI
Brown, Cindy	Education Associate, IDEA 619/ECAP Exceptional Children Resources *Delaware Department of Education*
Clay, Cynthia	Principal, Silver Lake Elementary School Appoquinimink School District *State Agencies/Stakeholder Groups*
Cooper, Jon	Director, Student Services Colonial School District *Local Education Agency Staff*
Crowley, Laura	ELA Instructional Programs Coordinator Appoquinimink School District *State Agencies/Stakeholder Groups*
Denman, Joyce	Supervisor, Special Education Capital School District *Local Education Agency Staff*
Garrett, Brent	External Evaluator Garrett Consulting
Huebner, Melody	Math Specialist Indian River School District *State Agencies/Stakeholder Groups*
Jarrell, Ted	DDOE: Education Associate, Planning, Application and Monitoring/Title I Office of Accountability *Delaware Department of Education*
Kelly, Kathy	DDOE: Education Associate, English Language Arts Curriculum K-12 Initiatives & Educator Engagement *Delaware Department of Education*

Multi-Tiered System of Academic Supports Core Team Meeting

Koester, Jennifer	Research Data Quality Specialist Office of Early Learning *Delaware Department of Education*
Korobkin, Matthew	Special Education Officer, Strategic Planning and Evaluation *Delaware Department of Education*
Lazar, Carolyn	Office of Assessment *Delaware Department of Education*
Locuniak, Maria	Education Associate, Procedural Safeguards Exceptional Children Resources *Delaware Department of Education*
Maccini, Polly	OSEP SPDG Project Officer *Other*
Matusevich, Dale	Education Associate/Secondary Transition Exceptional Children Resources *Delaware Department of Education*
Mazza, Barbara	Education Associate, General Supervision/ IDEA Exceptional Children Resources *Delaware Department of Education*
Mieczkowski, Mary Ann	Director Exceptional Children Resources *Delaware Department of Education*
Neugebauer, Tracy	Education Associate, IDEA Implementation Exceptional Children Resources *Delaware Department of Education*
O'Hara, Nancy	Technical Assistance Specialist IDEA Data Center
Osika, Lindsay	Literacy Coach Capital School District *State Agencies/Stakeholder Groups*
Paxson, Maria	Field Agent, Title III Bilingual/ESL World Languages *Delaware Department of Education*

Multi-Tiered System of Academic Supports Core Team Meeting

Pilgrim, Christine	OSEP Delaware State Liaison *Other*
Richard, Terry	Title I, Part C/Title III Federal Program Director World Languages *Delaware Department of Education*
Roberts, Niki	Instructional Coach University of Delaware *State Agencies/Stakeholder Groups*
Rush, Michele	Education Specialist, Data Manager Office of Accountability *Delaware Department of Education*
Saylor, Michael	Supervisor of School Success Planning Capital School District *State Agencies/Stakeholder Groups*
Scannell, Jill	Education Associate, General Supervision/ IDEA Exceptional Children Resources *Delaware Department of Education*
Schreiber, Cathy	Literacy Specialist Capital School District *Local Education Agency Staff*
Smith, Linda	Education Associate, Unique Alternatives & Instructional Behavior Support Exceptional Children Resources *Delaware Department of Education*
Smith, Nancy	Part C Coordinator Social Service Administrator Birth to Three Early Intervention System *State Agencies/Stakeholder Groups*
Strauss, Wendy	Governor's Advisory Council for Exceptional Citizens *State Agencies/Stakeholder Groups*
Surratte, Meedra	Acting Executive Director Parent Information Center *State Agencies/Stakeholder Groups*
Thompson, Verna	Community Member Advocate of Early Learners

Multi-Tiered System of Academic Supports Core Team Meeting

	Other
Tsatsaronis, Christina	Instructional Coach Christina School District *State Agencies/Stakeholder Groups*
Waples, Belinda	Community Member Advocate of Students with Disabilities *Other*
Ward, Kelsie	Special Education Coordinator/RtI Coordinator Campus Community Charter School *State Agencies/Stakeholder Groups*
Watson, Mary	State Liaison IDEA Data Center
Watson, Michael	Associate Secretary *Delaware Department of Education*

Appendix O

MTSS Core Team Evaluation Data

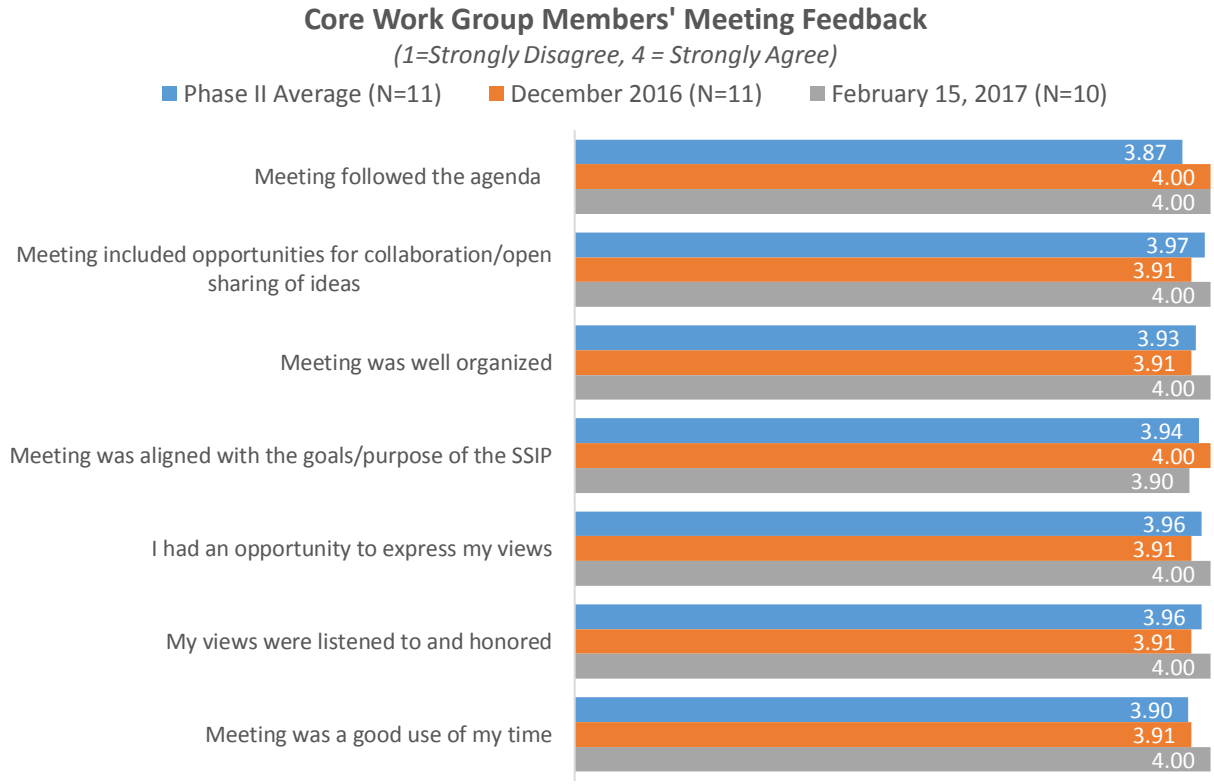
Delaware Department of Education/Exceptional Children Resources

State Systemic Improvement Plan Phase III Core Work Group Meeting
February 15, 2017

Expected Outcomes:

Participants will:

- Increase knowledge of the work of the RTI Coalition and the IDEA State Systematic Improvement Plan/Delaware Early Literacy Initiative.
- Provide input/considerations Delaware's 2017 State Personnel Development Grant (SPDG) proposal.



What aspect of today's meeting do you feel was the most important?

- Google Docs usage and small group
- Great to establish a common understanding and bring together more work groups.
- Collaboration, background information, explanation of SPDG
- Hearing updates - RTI and SSIP
- Understanding the goals and expected outcomes helped us understand our questions.
- Overview of both RTI and SSIP- and showcasing how they are woven together. Bring the two together makes great sense.
- The small group discussion was helpful and informative.
- In some cases, the questions were somewhat too broad, which made it difficult to provide specific answers

- The collaboration and apparent understanding and agreement that a change is needed as far as mindset and systems for providing support to students
- Active collaboration /input for goal objectives

What could be done to improve future meetings?

- Great job
- Not a thing
- Very well done. Highly organized and efficient.

Participants' affiliation:

- Department of Education Staff – 5
- LEAs - 4
- Families – 1
- Other - 1

Appendix P

MTSS Advisory Council Participant List

Multi-Tiered System of Academic Supports Advisory Council

Aldas, Tiffany	Parent Red Clay School District *Families*
Beck, Jean	AGEC/Parent Appoquinimink School District *Families*
Bayard, Madeleine	Delaware Early Childhood Council/Rodel Foundation *State Agencies/Stakeholder Groups*
Bennett, Theresa	Director Office of Assessment *Delaware Department of Education*
Bocala, Candice	Technical Assistance Facilitator National Center for Systemic Improvement, NCSI
Boyer, Debby	Center for Disability Studies University of Delaware *State Agencies/Stakeholder Groups*
Brancato, Kim	Early Childhood Appoquinimink School District *State Agencies/Stakeholder Groups*
Celestin, Sarah	Director of Special Education Services Red Clay School District *State Agencies/Stakeholder Groups*
Conaway, Beth	Principal Milton Elementary School Cape Henlopen School District
Cooper, Jon	Director, Student Services Colonial School District *State Agencies/Stakeholder Groups*
Cosden, Kristin	Developmental Disabilities Council *State Agencies/Stakeholder Groups*
DeGreggoriis, Eileen	English/Language Learners Smyrna School District *State Agencies/Stakeholder Groups*
Denman, Joyce	Supervisor, Special Education Capital School District *State Agencies/Stakeholder Groups*
Donaldson, Rachel	Transition Cadre Milford School District *State Agencies/Stakeholder Groups*
Doolittle, Bill	GACEC/Parent Red Clay School District *Families*
Dowell, Marcia	Transition Cadre Caesar Rodney School District *State Agencies/Stakeholder Groups*

Multi-Tiered System of Academic Supports Advisory Council

Eller, Karen	GACEC/Teacher Christina School District *State Agencies/Stakeholder Groups*
Garrett, Brent	External Evaluator Garrett Consulting
Gladfelter, Ned	Principal H.O. Brittingham Elementary School Cape Henlopen School District
Haberstroh, Susan	Policy & External Affairs Delaware Department of Education *Delaware Department of Education*
Heffernan, Patrick	Delaware State Board of Education *State Agencies/Stakeholder Groups*
Hooten, Eula	Special Education/Title I Kuumba Academy Charter School *State Agencies/Stakeholder Groups*
Hudson, Tracy	Coordinator University of Delaware *State Agencies/Stakeholder Groups*
Kettle-Rivera, Laurie	Director Statewide Programs for the Deaf, Hard of Hearing & Deaf-Blind and Delaware School for the Deaf
Koester, Jennifer	Research Data Quality Specialist Office of Early Learning *Delaware Department of Education*
Korobkin, Matthew	Special Education Officer, Strategic Planning and Evaluation *Delaware Department of Education*
Kosmalski, Rick	Parent Developmental Disabilities Council *Families*
Lawler, Teri	School Psychologist Red Clay School District *State Agencies/Stakeholder Groups*
Lawson, Lisa	Director , Special Education and Student Supports Brandywine School District *State Agencies/Stakeholder Groups*
Lewis, Michael	PBS Cadre Caesar Rodney School District *State Agencies/Stakeholder Groups*
Maccini, Polly	OSEP SPDG Project Officer *Other*

Multi-Tiered System of Academic Supports Advisory Council

Manges, Laura	Director, Special Education Milford School District *State Agencies/Stakeholder Groups*
Maxwell, Bernardette	Supervisor of Special Programs Lake Forest School District *State Agencies/Stakeholder Groups*
Mayhew, Marcia	Supervisor of Student Services Smyrna School District *State Agencies/Stakeholder Groups*
McFan, Oribel	Teacher Capital School District *State Agencies/Stakeholder Groups*
Mieczkowski, Mary Ann	Director Exceptional Children Resources *Delaware Department of Education/Staff to the Council*
Nichols, Pam	Early Childhood Capital School District *State Agencies/Stakeholder Groups*
Noll, Shana	Teacher MOT Charter School *State Agencies/Stakeholder Groups*
Norris, Mary	Community Member Advocate of Students with Disabilities *Other*
O'Hara, Nancy	Technical Assistance Service Coordinator University of Kentucky
Pilgrim, Christine	OSEP Delaware State Liaison *Other*
Rohe, Shawn	Parent Children and Families Committee/GACEC *Families*
Rouser, Shelley	Director K-12 Initiatives & Educator Engagement *Delaware Department of Education*
Sanders, Amy	Special Education Specialist Gateway Lab Charter School State Agencies/Stakeholder Groups
Siegel, Kim	Office of the Attorney General *State Agencies/Stakeholder Groups*
Smith, Nancy	Part C Coordinator Social Service Administrator Birth to Three Early Intervention System *State Agencies/Stakeholder Groups*

Multi-Tiered System of Academic Supports Advisory Council

Surratte, Meedra	Executive Director Parent Information Center *State Agencies/Stakeholder Groups*
Thompson, Verna	Community Member Advocate of Early Learners *Other*
Thomas-El, Salome	Principal/Head of School Thomas Edison Charter School
Till, Cecilia	School Psychologist Colonial School District *State Agencies/Stakeholder Groups*
Waples, Belinda	Director of Special Services Indian River School District *State Agencies/Stakeholder Groups*
Watson, Mary	State Liaison IDEA Data Center
Watson, Michael	Associate Secretary *Delaware Department of Education*
Weir, Pamela	Part C Assistant Coordinator Social Service Administrator Birth to Three Early Intervention System Part C *State Agencies/Stakeholder Groups*
Whelan, Katelyn	Assistant Principal East Side Charter School *State Agencies/Stakeholder Groups*
Yates, Liz	Assistant Principal Thomas Edison Charter School

Appendix Q

MTSS Advisory Council Evaluation Data

Delaware Department of Education/Exceptional Children Resources

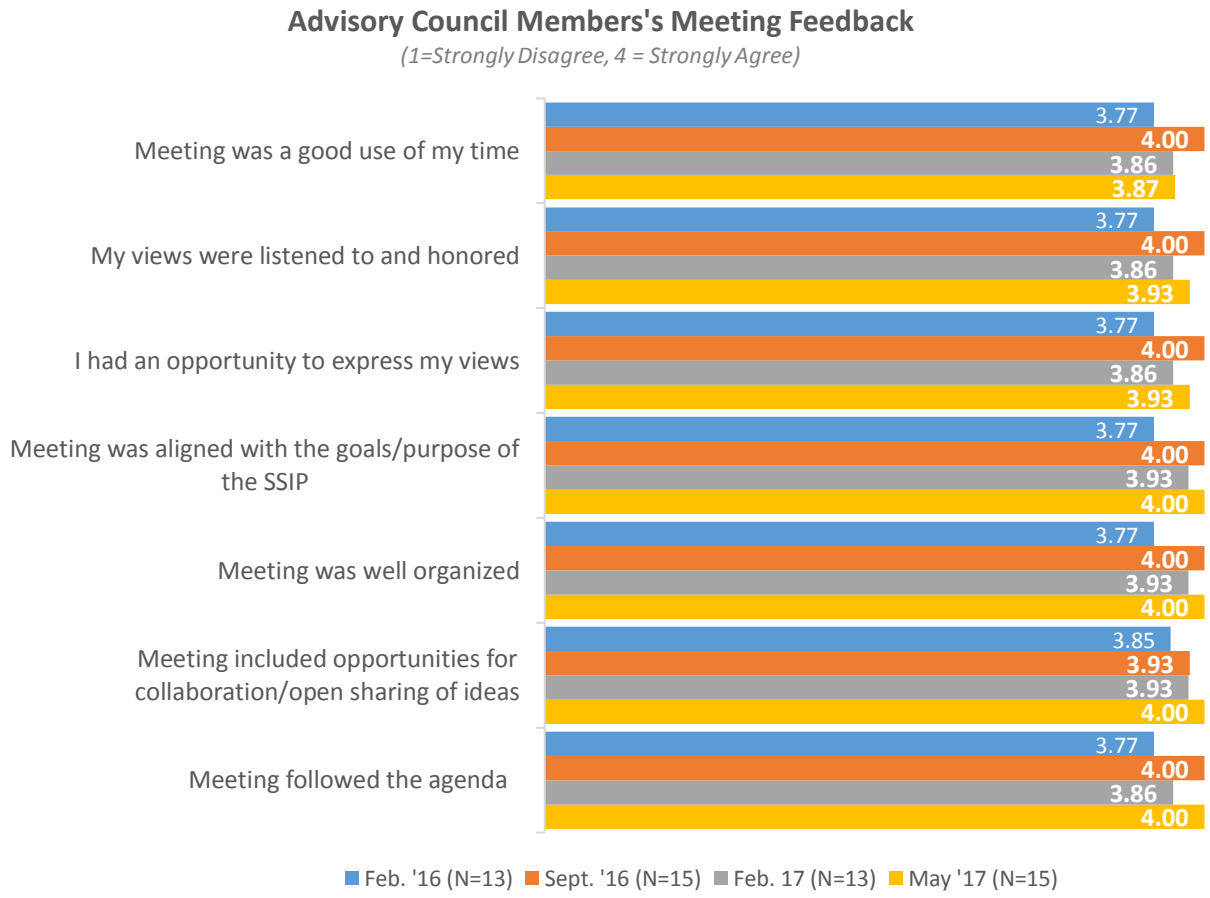
State Systemic Improvement Plan Phase III Advisory Council Meeting

May 15, 2017

Expected Outcomes:

Participants will:

- Increase knowledge of the work of the RTI Coalition and the IDEA State Systematic Improvement Plan/Delaware Early Literacy Initiative.



What aspect of today's meeting do you feel was the most important?

- Wonderful format for sharing.
- Format worked well.
- Great format! Great format – rotations.

- I enjoyed hearing others present their work. It made everything we've been talking about "real."
- Listening to other participants.
- Small group share out was an effectives means of presenting.
- Sharing of school's summary of activities. Sharing of policy/path forward.
- The ability to discuss and ask questions about the initiatives. Loved it!
- Learning details about the RTI coalition and literacy initiative.
- Opportunity to hear updates. Happy about RTI revision that is coming, especially for secondary.
- Learning that the work of many people is aligned and purposeful - with students at the center.
- Please share information more broadly.
- Opportunity to collaborate.
- Wonderful celebration.

What could be done better to improve future SSIP meetings?

- Night meetings are really difficult. Please schedule them to be over by 5:30 at the latest.
- A little earlier.

Participants' Affiliation:

- Department of Education Staff - 5
- Local Education Agency/Charter School Staff - 5
- State Agencies/Stakeholder Groups – 2
- Families – 3
- No affiliation listed - 2

Delaware Department of Education/Exceptional Children Resources

MTSS Advisory Council Meeting

October 26, 2017

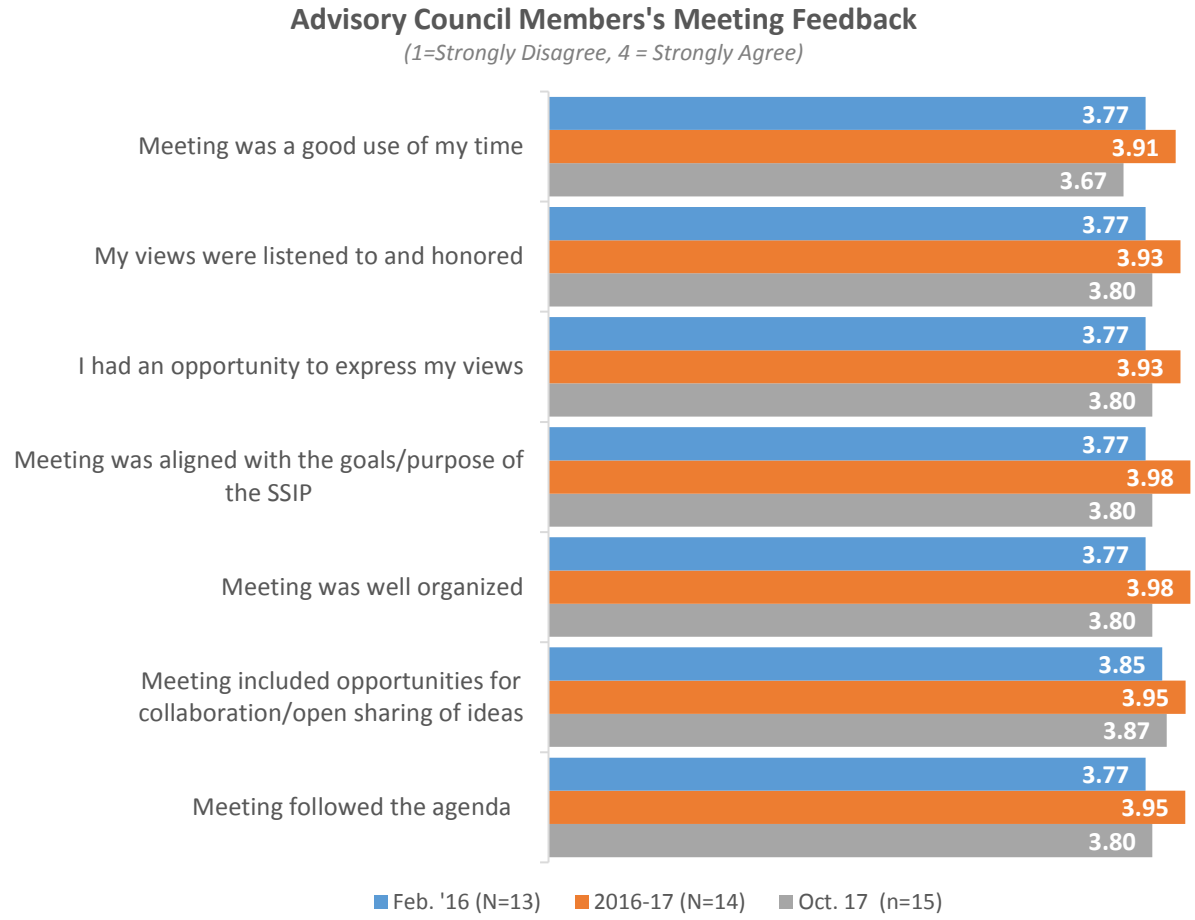
Expected Outcomes:

Participants will develop a common understanding of:

- The 2017 State Personnel Development Grant
- 2016-17 SSIP Phase III outcomes

Participants will provide input into

- Family engagement strategies
- Strategies for promoting high expectations for students with disabilities



What aspect of today's meeting do you feel was the most important?

- Small group was excellent
- Group work
- Good use of small groups
- Group activity brainstorming ideas for new stakeholders and initiatives
- Group work, opportunity for input
- Small group activity, thinking together
- Small group work, sharing ideas
- Both updates and group work to provide input
- Reviewing the goals and digging into strategy 6
- Understanding next steps with DELI. SPDG Cohort plan
- Reviewing the previous and new SPDG/information. Good to provide recap of work and share celebrations with this group.
- Great meeting
- Collaboration and sharing, wonderful meeting

What could be done better to improve future SSIP meetings?

- Nice job
- Good idea for small group targeted work
- I can't think of anything
- Just to end by 7:30 instead of 8:00
- Meet during the day

Participants' Affiliation:

- Department of Education Staff - 4
- Local Education Agency/Charter School Staff - 4
- State Agencies/Stakeholder Groups – 3
- Families – 2
- No affiliation listed - 4

Appendix R

DE SSIP Evaluation Plan

DE SSIP/SPDG Goal 2 Evaluation Plan (January 22, 2018)

Method	Instrument	Who Collects the Data	Time Frame
Professional Development Data			
Tracking of Training & Coaching	Pre-established dates of training & coaching	AIR/Barb	Ongoing, Quarterly Report
Training Evaluation – Participant Feedback	Training evaluation & report templates	GC	Upon completion of training
Training Evaluation – Expert Feedback	HQPD Instrument	AIR	AIR collects at training
Coaching Evaluation – Participant Feedback	Items added to year-end Teacher Survey	GC	Bi-annual survey beginning in 2017-18.
Coaching Evaluation – Expert Feedback	Needs to be developed. AIR takes lead, GC/DDOE reviews	AIR	End of year for year 1; mid-year following years
School-Level Data			
Needs Assessment (Early & K-3)	AIR Needs Assessment	AIR/Schools	Beginning of each cohort
Action plan fidelity (Early & K-3)	Fidelity to action plan - Need to develop tool	AIR/LT	Periodic check-ins on individual items, full review at the end of the year.
Impact on teacher knowledge & skills (Early & K-3)	Teacher Survey Fidelity of Implementation/ Practice Tool	AIR/GC	Baseline was mid-year for Year 1; beginning & end for each following year
Impact on administrator knowledge & skills (Early & K-3)	Administrator Interviews	AIR/GC	
K-3 fidelity of implementation data	Fidelity of Implementation/ Practice Tool	AIR/	
Early Childhood fidelity of implementation data	Fidelity of Implementation/ Practice Tool	AIR/	
Tiered Data	Data comes district/schools	DDOE – Barb will check applications	Beginning/end of school year
Student Data			
Progress Monitoring Data (Early & K-3)	Progress monitoring tools	Schools	Ongoing Need to thinking about data collection periods
Benchmarking/Screening Data (i.e. MAP) (Early & K-3)	TE – STEP Cape - ?	Schools	Fall/winter/spring
SBAC	State Reporting System	DDOE	Results released in fall
Early Childhood Outcome Data	State Reporting System	DDOE	
Family Data			
Impact on families knowledge & skills	Family Survey	GC	Beginning & end for each following year

Appendix S

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