



**Delaware Department of Education (DDOE)
Exceptional Children Resources (ECR) Work Group**

**Indicator 17: State Systemic Improvement Plan
Phase III Report**

Submitted: March 29, 2019

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Introduction

This report provides data and analyses on professional learning activities for the 2017-18 school year, as well as activities through December 2018. 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. 2019 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
- Ensuring 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 to various degrees during Phase III. Most of the SSIP focus during this reporting period was on the second and third years of implementation of the Delaware Early Literacy Initiative (DELI). DELI focuses on improving the implementation of evidence-based literacy instruction within a multi-tiered system of support (MTSS). In addition to DELI, work began in spring 2018 to broaden the professional learning to include a district-level focus, necessary for sustainability. 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); and the formation of a state-level MTSS leadership team.

The components of DELI include the development of school implementation teams, an MTSS needs assessment that guided the creation of action plans, Literacy Institutes, and job-embedded coaching. During 2017-18, Cohort I of DELI included one charter school and one district, with two

participating elementary schools. Later in the school year, four additional elementary schools and a preschool from the Cohort 1 district were added as Cohort 2 schools. During the 2018-19 school year, four schools from another district joined the project, along with an additional charter school.

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 following sections provide detail about the components of the professional learning system.

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 supported by a project coach for that building. The team of coaches are also supported by a coaching lead and meet regularly to discuss coaching activities and share resources and strategies. Other key stakeholders at 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 oversee problem solving, ensuring alignment of strategies, and enhancing communication at the school site.

Figure 1. Overview of DELI Activities



Needs Assessment and Action Planning. 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 (see Figure 1 on the previous page). Following the needs assessment at each school, action plan meetings were conducted with the implementation team at each school. The teams used data from the needs assessments as a starting point for a discussion about how professional development activities from AIR professional development providers could best support the language and literacy progress of K–3 students. Based on the needs assessment data and this

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

Evidence-Based Reading Instruction. 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; Foorman et al., 2016; Gersten et al., 2007) indicate the importance of explicit and systematic 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.

The Literacy Institutes provide an overview of the five components of reading (i.e., phonological awareness, phonics, comprehension, vocabulary, and fluency) identified by the National Reading Panel (2000) and research-based writing components (Baker et al., 2014). 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. Also, the Literacy Institutes included a focus on those practices outlined in Baker et al. (2014) 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. Other Literacy Institutes 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.

MTSS 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 the Literacy Institutes, participants engaged in learning related to the core components of MTSS and were introduced to the data-based individualization (DBI) process. Participants learned about using data to inform instructional decision making for students who do not respond to standard protocol interventions and were introduced to a variety of strategies to intensify literacy instruction for those students who are not making adequate progress. These strategies included key instructional principles such as providing more explicit and systematic instruction and increasing the amount of opportunities for students to respond to instruction and receive feedback.

discussion, implementation teams identified two to three priority areas relating to language and literacy development in Grades K–3 and literacy instruction within MTSS structures, 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 (see Appendix C), that specifies the priority areas across the sites). Common action plan activities across SSIP sites included increasing the effective use of evidence-based early literacy practices, better implementation of tiered interventions, more use of formative, summative, and progress monitoring data to assess student performance, enhanced use of student writing, and improved school leadership team functioning.

Literacy Institutes. Early literacy workshops for K–3 teachers have been informed by evidence-based professional learning practices and principles of adult learning. 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).

The Literacy Institutes focus on essential elements of MTSS, evidence-based language and literacy instruction within MTSS, and promotion of a language-rich environment. Participants engage 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.

Literacy Institutes addresses 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.

Job-Embedded Coaching. A subset of teachers and leaders also took part in job-embedded coaching activities, including individual teacher coaching using structured observations and plan-do-study-act cycles; and, group coaching events, such as topical PLC meetings, data team meetings, and engagement with lesson study groups. Job-embedded coaching is individualized to meet the needs of participating teachers and focuses on improving teachers ability to deliver high-quality literacy instruction.

Formation of the MTSS Leadership Team. An MTSS leadership team was formed to lead the implementation of MTSS in the state. The team includes personnel with academic and behavioral expertise, key leadership personnel, and professional learning partners. The team began drafting a cohesive vision statement related to MTSS implementation and established roles and protocols for team meetings. In addition, the team began planning how to create better alignment between the work of academic and behavior initiatives in the state.

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. 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 some school sites have focused on implementing MTSS. For example, at the Cohort 1 charter school, the coach supported the school in selecting progress monitoring tools and provided training to teachers on using progress monitoring data to guide instruction. 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, lesson study, 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

Evaluation was a standing item on each MTSS Leadership Team meeting. Topics included an ongoing review of the status of the SSIP evaluation plan, drafting/revising data collection instruments, examining output and outcome data, and preparing for the Phase III report submission. The external evaluator at Garrett Consulting, LLC (GC) facilitated the evaluation discussions, with involvement with AIR, and DDOE staff.

More specifically there is ongoing coordination between the external evaluators at Garrett Consulting, LLC and with the AIR internal evaluator. They communicate by phone and e-mail on an ongoing basis, many times a month. The AIR evaluator serves as a conduit of information and specific data between the AIR coaches and the external evaluator, making sure there is clear communication on expectations and responsibilities related to evaluation.

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 two Literacy Institutes are in Appendix D.

To make certain the Literacy Institutes were conducted with best practices for training and are aligned to the DELI content, AIR trainers were observed by a colleague to assess the degree to which the training was implemented with fidelity. The results of the observations were reviewed with the Institute trainers as a reflection opportunity, and also shared with the DE SSIP Coordinator and external evaluator. Future training fidelity data will be collected when new trainers, or new trainings, are introduced. The training fidelity instrument is included in Appendix E. The training fidelity data are displayed in Section B.1(a), on page 17.

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.

Fidelity of Intervention

The MTSS Leadership Team adopted the National Center on Response to Intervention (RTI) Fidelity of Implementation Rubric as the instrument and process to measure fidelity of implementation of the essential components of MTSS at the school level, beginning with the Cohort 4 schools. The RTI Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI or MTSS implementation. The rubric is aligned with the essential components of MTSS and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's MTSS leadership team. Baseline data were collected from all Cohort 4 schools in fall 2018. The baseline results are shared in Section B.1(a), on page 16. A follow-up survey will be conducted in spring 2018 to determine growth in the fidelity of MTSS implementation.

Recognizing Effective Special Education Teachers (RESET) Rubrics

The seven RESET reading rubrics were developed at Boise State University, with Institute of Education Sciences funding. The rubrics focus on evidence-based practices (EBP) for students with high incidence disabilities, provides actionable, direct feedback to special education teachers, and link to outcomes for students with disabilities. The seven content areas addressed by the rubrics are on the next page.

1. Advanced Decoding and Word Analysis Rubric
2. Reading for Meaning Rubric
3. Comprehensive Decoding Rubric
4. Reading for Meaning Rubric Manual
5. Comprehensive Decoding Rubric Manual
6. Vocabulary Rubric
7. Phonemic Awareness Rubric

DELI coaches use these rubrics to conduct observations of at least half of the participating teachers' reading instruction twice each year. The same teachers are observed in the fall and the spring. Coaches choose the appropriate rubric depending on the focus of coaching at that school and coordinate with the teacher to ensure that the observed lesson matches the focus of the rubric that is used.

Teacher/Administrator Impact Data

To assess the impact of the professional learning on teachers and administrators, baseline surveys were developed initially in fall 2016 and administered in May 2017 and 2018. This survey is based on outcomes identified in the DE SSIP logic model developed in Phase II. Data from the May 2018 teacher and administrator survey are included in section B.1(a).

Cohort 1 and 2 administrators were interviewed in a focus group format in June 2018 to assess the impact of the professional learning provided at their schools. This also allowed for questioning and sharing across administrators from different schools. The administrator impact report is included in Appendix G.

Student Data

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) were 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 2017-18 SBAC results are presented on page 28 of this report. At the time of this report, academic screening data for K-3 students, along with the number of students receiving Tier 2 or 3 interventions, are being collected from participating elementary schools. These baseline data, along with end of year data will be included in the 2020 Phase III report.

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 during the 2017-18 school year, the format of the Literacy Institute was changed to allow participants to choose two out of three topical sessions to attend. During the 2018-19 school year, school leadership provided input regarding the topics for each Literacy Institute.

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.**

In this section, we provide updates on project timelines and the fidelity of implementation of DE SSIP activities. The data collection timeline is presented on the next page. For the current Cohort 3 schools, all activities are meeting project timelines. During the first two years, there was some slippage with Cohort 1 and 2 schools due to school recruiting and contractual issues between the DDOE and AIR, the primary professional learning provider. Data are provided in this section on site selection activities, outcomes from the SSIP Literacy Institutes, and fidelity of implementation data.

A - School Selection

Prior to the present reporting period, five elementary schools and one preschool from one school district and an elementary charter school were selected to participate in the DELI. In fall 2018, a second charter and four elementary schools from a new school district began DELI implementation. Two of the four Indian River schools are receiving intensive professional learning, inclusive of the needs assessment, action planning, Literacy Institutes and workshops, and monthly job-embedded coaching while the other two (noted in the table below as targeted schools) are receiving less intensive professional learning, which includes the needs assessment, action planning, and Literacy Institutes and workshops.

Table 1: DELI Schools and Districts

Cohort 1 Fall 2016	Cohort 2 Spring 2017	Cohort 3 Fall 2018
Thomas Edison Charter	Shields Elementary (CH)	Academia Antonia Alonso Charter
HOB Elementary (CH)	Rehoboth Elementary (CH)	Georgetown Elementary (IR)
Milton Elementary (CH)	Little Vikings Preschool (CH)	North Georgetown Elementary (IR)
	Love Creek Elementary (CH)	Showell (IR) (Targeted)
		Clayton (IR) (Targeted)

CH = Cape Henlopen School District, IR = Indian River School District

B - Literacy Institutes

Table 2 on page 11 lists when each cohort’s Literacy Institutes were held. Cohort 1 schools participated in all three Literacy Institutes. Due to redistricting and customization, Cohort 2 engaged in the first Learning Institute, *MTTS for Literacy and Language and Literacy Instruction in Core Instruction* on May 10-12, 2017. The preschool program’s customization included 5 specific workshops in lieu of the day-long institute.

DATA COLLECTION TIMELINE

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Site Participant Form					X					X		
DELI Coaching Tracker	X	X	X	X	X	X	X	X	X	X	X	X
Training Evaluation Form	As needed											
High-Quality Professional Development Checklist	As needed											
Coaching Observation Checklist				X								
Baseline Participant Survey	Within two months of initial SIT meeting											
Participating Personnel Survey											X	
MTSS and Early Literacy Implementation Rubric and Needs Assessment - Baseline	Within two months of initial SIT meeting											
MTSS and Early Literacy Implementation Rubric and Needs Assessment – Annual Review											X	
MTSS for Early Literacy Survey				X						X		
Recognizing Effective Special Education Teachers (RESET) Rubrics				X						X		
Universal Screening Data				X				X				X
Progress Monitoring Data							X					X
Smarter Balanced Assessment Consortium (SBAC) Data			X									
Tiered Data				X				X				X

During this reporting period, the three schools receiving intensive professional learning had their Literacy Institutes in January and February 2019. Two sessions were held for each Literacy Institute, 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, literacy coaches, and teachers.

Table 2: DELI Literacy Institute Schedule

Cohort 1	Cohort 2	Cohort 3
2016-17	Spring 2017	January/February 2019

Three sets of training data were collected to assess the impact of each Literacy Institute. First, a pre/post assessment developed by AIR staff and reviewed by the external evaluator was administered prior to, and after each Institute. Second, the post-assessment also included formative questions about the quality of the Institutes and the degree their adult learning needs were addressed. Open-ended items were also provided to gather qualitative feedback. Third, the training was reviewed by AIR staff to insure the fidelity of training with the stated objectives and processes.

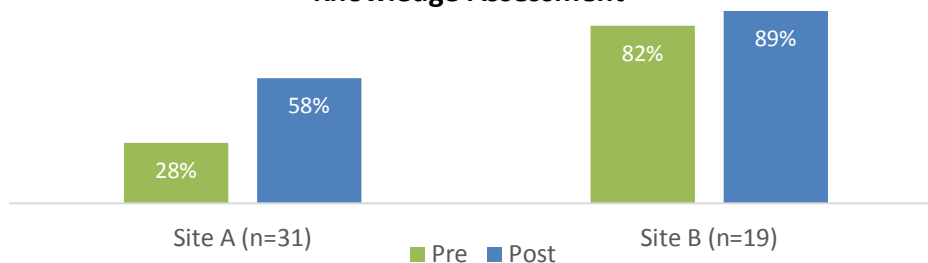
Cohort 4 Training Evaluation Results

1. Change in Knowledge of Early Literacy

Participants were asked ten knowledge questions (developed by AIR staff) at the start of the training and then again at the conclusion. These questions were designed to measure short-term change in participants’ knowledge of literacy as a result of the training presentations and activities. Different evaluation forms were used at each training. The first five questions were the same on each training evaluation survey, but the second five were different to reflect content unique to each group. Also, the training evaluation survey at Site A consisted almost exclusively of open-ended items, while the Site B training used all multiple choice questions. As open-ended items tend to be more challenging, particularly at pre-test, the results displayed in Chart 1 are not surprising.

At Site A, 31 participants completed the pre-test and 24 completed the post-test. On average, participants scored very low on the pre-test (28%), increasing by 30% to a post-test score of 58%. At Site B, 24 participants completed both the pre-test and the post-test. Site B participants averaged an 82% score on the pre-test, with an 89% post-test score.

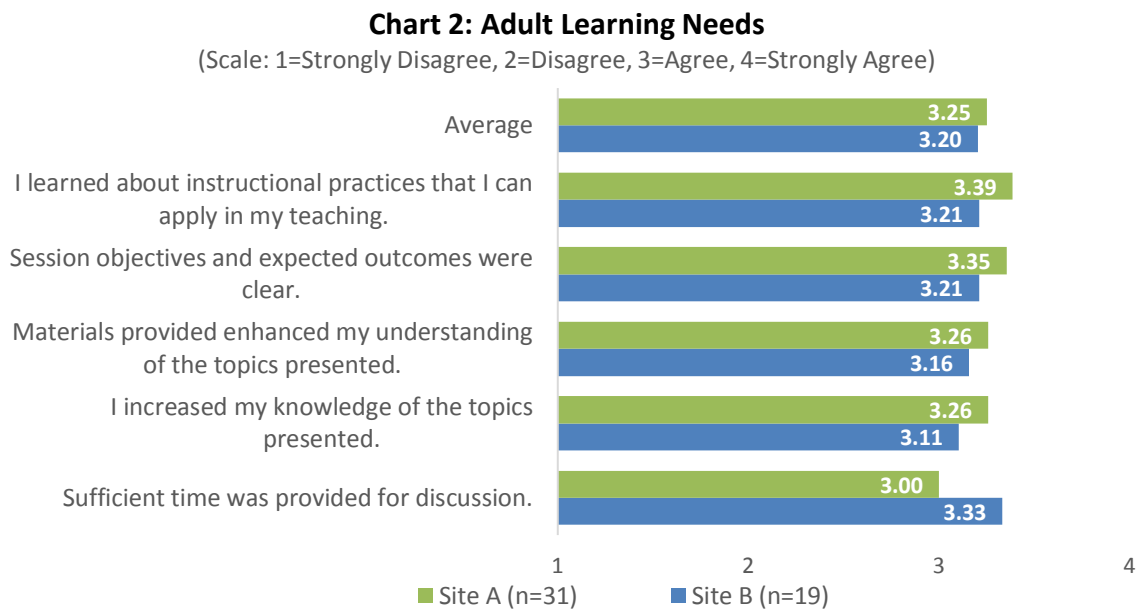
Chart 1: Percentage of Correct Items on Pre/Post Knowledge Assessment



2. Use of Adult Learning Strategies

Participants were asked to rate the degree to which the 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 2).

Generally, all participants “Agreed” that their learning styles were met. The participants from Site A had a slightly higher average (3.25 on a 4-point scale) than that of the Site B participants (3.20). Among the responses to the individual items in Chart 2, Site A participants consistently provided higher ratings, except for the item regarding sufficient time for discussion. Participants from Site B provided an average rating of 3.30 on this item compared to the Site A participants who rated it a 3.00. Overall, the participant responses ranged from a low of 3.00 for the item just discussed, to a high average of 3.39 for “I learned about instructional practices that I can apply in my teaching.”



3. General Satisfaction

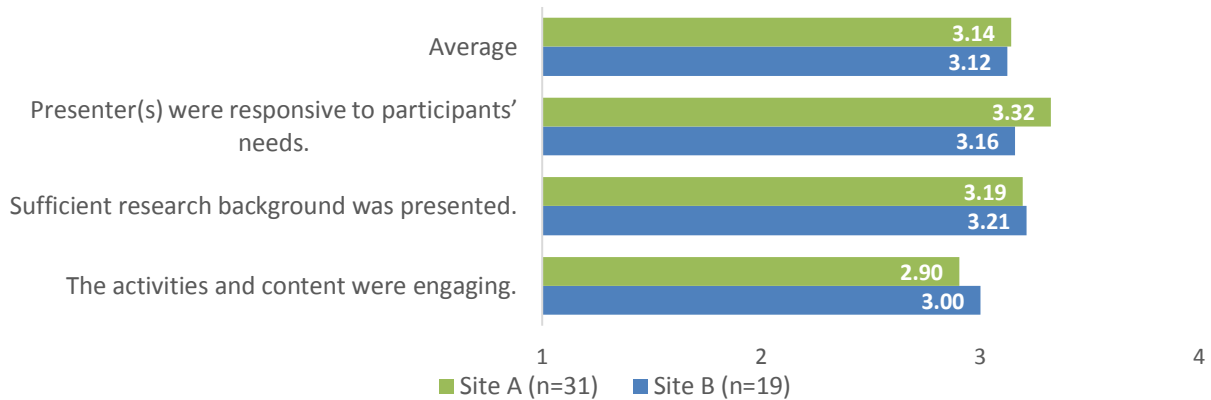
The institute participants were asked to rate their agreement with the statements below.

- *Presenter(s) were responsive to participant needs*
- *The institute day activities and content were engaging*
- *Sufficient research background presented*

The daily average satisfaction rating for these three items for both sites are listed in Chart 3 (on the next page). The scores across both groups ranged from 2.90 to 3.32 indicating that overall, participants “Agreed” the presenters were responsive to their needs and sufficient research background was presented. However, there was less agreement that the Institute activities and content were engaging, particularly from Site A participants (2.90).

Chart 3: Satisfaction Data

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



4. Open-Ended Feedback

Participants were asked to list the best parts of the institute. Table 3 summarizes participants' comments for this question. The most frequently mentioned attributes of the Institutes were the useful resources that were provided and the opportunity given to collaborate with other staff.

Table 3: Best Part of the Institute

	Site A	Site B
Resources	14	3
Collaboration	3	5
Miscellaneous	9	4

Participants were asked what they would like to see improved for the next institute. Table 4 summarizes participants' comments for this question. The most frequently requested improvement focused on providing additional relevant information and content, as well more opportunities for participant engagement in the Institutes (7).

Table 4: Improvements

	Site A	Site B
Content	10	2
Engagement	7	0
Organization	4	3
Delivery	3	0
Miscellaneous	3	2

Summary

In conclusion, it appears the pre/post results were influenced by the format of questions used on the assessment. Care must be taken in interpreting these results. Participants from Site A averaged a 30% 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 58%. Participants from Site B averaged a 7% increase from pre- to post-test. The average post-test score was 89%.

On average, the participants felt their adult learning needs were met. Participants from Site A were slightly more satisfied with the training. General feedback from the Institutes indicated that the presenters were responsive to participants' needs and sufficient research was provided. It is worth noting that both groups of participants provided the lowest ratings for the item addressing the degree to which the activities and content were engaging.

Feedback was gathered on participants' next steps, best aspects of the training, and areas in need of improvement. Participants stated a variety of first action steps including greater use of grouping in the classroom, scaffolding and changes to classroom practices. Participating school personnel felt the best parts of the institutes were the resources provided and the opportunity to collaborate with other participants. Suggested areas for improvement included changes in content and more opportunities for participants to engage in the institute.

Preschool Training

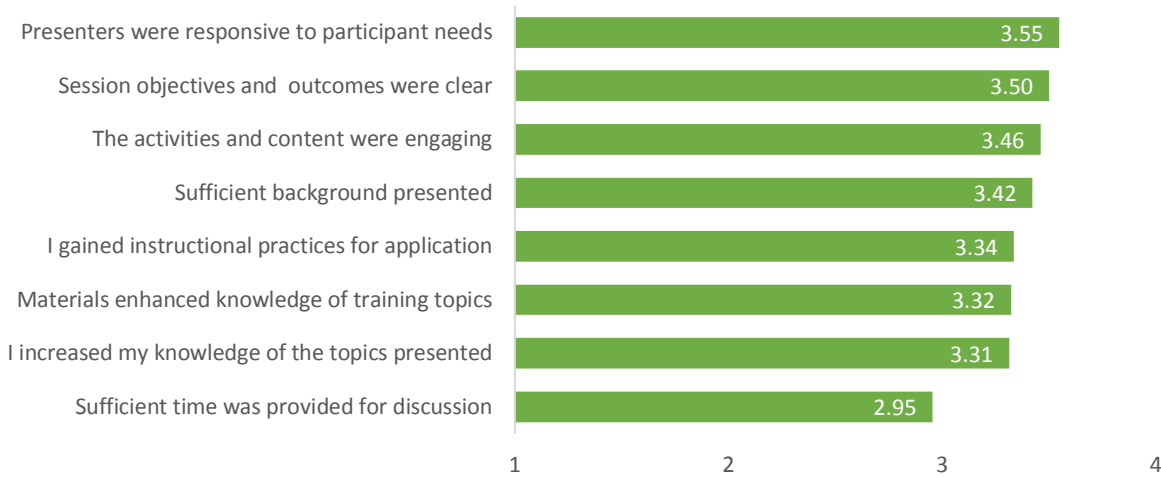
Five trainings were provided at the participating preschool program during this reporting period. On average, 10-11 preschool personnel attended each training. Participants generally included special education teachers, general education teachers, reading specialists, and administrators. Evaluation summaries for three of the training events are in Appendix F.

1. January 23, 2018 - Building Blocks for Literacy: Building Vocabulary for Kindergarten Readiness
2. February 22, 2018- Building Blocks for Literacy: Helping students "break the code" with their phonological and phonemic awareness
3. November 13, 2018 - Emergent writing
4. January 14 and 15, 2019 - Literacy goal setting, reading comprehension strategies, practice explicit and implicit questioning

Participants completed a brief evaluation survey after each training to assess overall satisfaction with the training and to provide qualitative feedback on what worked well and what could be improved. On average, participants agreed that the trainings were of high quality (see Chart 4 on the next page). The highest rated items indicated that the presenters were responsive to participants' needs and the session objectives and outcomes were clear. The lowest rated item suggests a need for more time for discussion.

Chart 4: Preschool Training Satisfaction Data

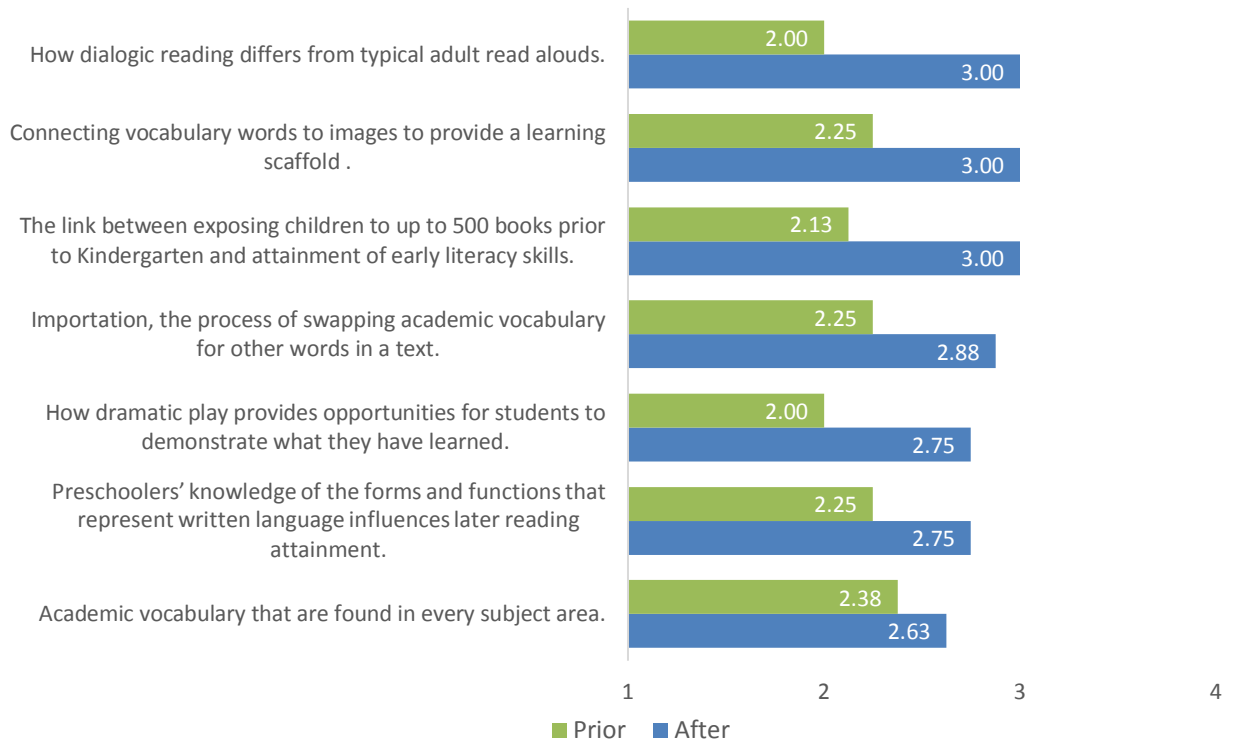
(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)



In May 2018, training participants were surveyed to assess overall impact on their knowledge and skills related to early literacy. The analysis of the impact of training on preschool personnel’s literacy skills is included in Section C(2), along with the impact on K-3 teachers. Below in Chart 5, are the results of the May 2018 retrospective pre/post assessment of participant knowledge. After the trainings provided, participants felt most knowledgeable about dialogic reading, connecting vocabulary words to images, and the importance of exposing children to up to 500 books prior to kindergarten. The least knowledge was perceived to be related to academic vocabulary.

Chart 5: Early Literacy Knowledge of DELI Preschool Teachers

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



In addition to individualized coaching and classroom observations with feedback, the preschool coach conducted school PLC meetings during the site visits that didn't contain a training. The preschool PLC meetings consisted of the following topics: emergent writing follow up, kindergarten readiness for literacy, shared interactive reading strategies to support, unlocking meaning in text, and choosing texts for read alouds. Considerations for students with disabilities related to each PLC meeting topic was explored in each of these meetings.

C: Fidelity of Implementation

As discussed in the previous section, during this reporting period MTSS and literacy fidelity of implementation instruments were adopted. Below we describe the baseline data collected for those instruments. The fidelity instruments also served as needs assessments, which were the foundation for the action plans developed after the completion of the fidelity instruments.

MTSS Fidelity/Needs Assessment

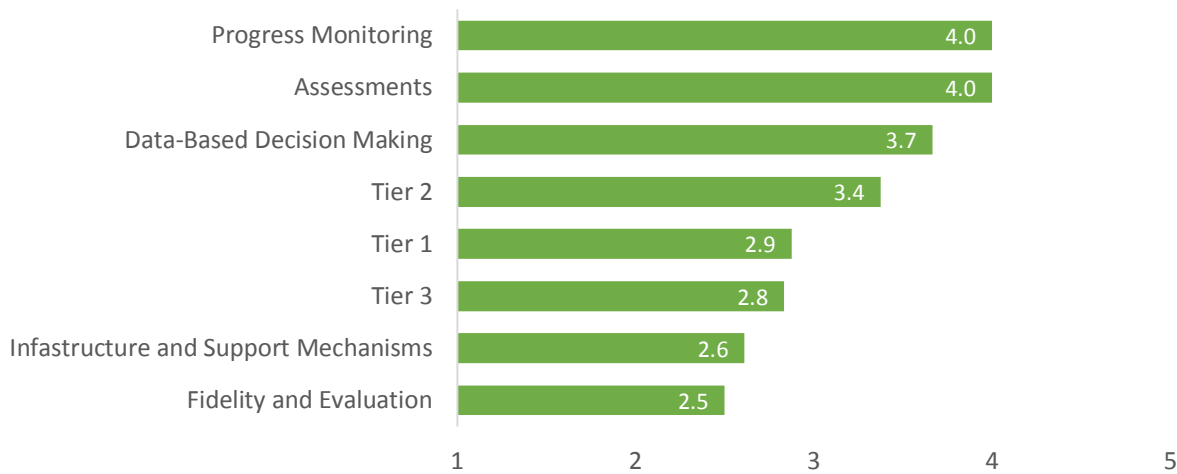
In fall and winter 2018, DELI coaches facilitated the completion of the MTSS Fidelity of Implementation Rubric with Cohort 3 School Implementation Teams (SIT) to inform each school's action plans regarding MTSS, early literacy, and intensive interventions in reading. The fidelity/needs assessment data collected from Cohort 1 and 2 schools were not compatible with data from the new instrument and are not included here. They are available in the 2018 DE Phase III report.

The MTSS Fidelity of Implementation Rubric is comprised of eight domains. Each domain is made up of three to eight items. The Rubric uses a five-point scale, with a one indicting little or no implementation and a five meaning complete and consistent implementation. The DELI coaches facilitated the completion of the Rubrics. In spring 2019, SIT members will be surveyed to gather a second data point, rather than convening the full SIT for a formal meeting. In spring 2020, Cohort 3 SIT members will be convened and the full rubric completed again.

Chart 6 (on the next page) provides the results of the Cohort 3 baseline Fidelity of Implementation Rubric. In reviewing these data at the most recent DE MTSS Leadership Team meeting, concern was expressed over the relatively high ratings for progress monitoring and the use of assessments, particularly in light of the lower ratings for Tier 2 and 3 implementation. The lower ratings for Infrastructure and Support Mechanisms and Fidelity and Evaluation were not surprising due to the complexity of those activities.

Chart 6: MTSS Fidelity of Implementation Rubric Cohort 3 Results

(Scale: 1 = Little or No Implementation, 3 = Partial or Inconsistent Implementation, 5 = Complete and Consistent Implementation)

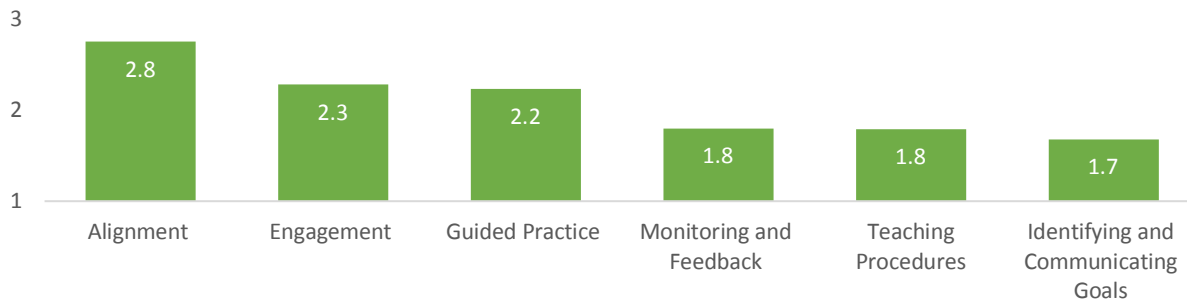


Fidelity of Literacy (RESET Rubrics) Instruction Fidelity

Baseline data to assess the fidelity of literacy instruction were collected through the RESET Rubrics, as discussed in Section B. Two of the seven rubrics were used during this reporting period, The Explicit Instruction rubric was used with 13 teachers at five schools and the Comprehension Rubric was used with two teachers at one school. Due to the small number of observations for the Comprehension Rubric, only the results from the Explicit Instruction are included in this report. Across the 11 teachers observed with Explicit Instruction rubric, the most capacity was found for the alignment of instruction and supporting materials with stated or implied goals, followed by relatively high levels of student engagement, and the use of guided practice (Chart 7). The least observed item was the identification and communicating of goals.

Chart 7: RESET Explicit Instruction Baseline Data

(Scale: 1 = Not Implemented, 2 = Partially Implemented, 3 = Implemented)



Preschool Literacy Fidelity

To assess preschool teachers’ use of evidence-based literacy instruction, the DELI coached three teachers in fall 2018, using a Literacy Observation Tool, adapted from the Project ELITE Read-Aloud Routine: Observation Form. In January 2019, three teachers were observed for a baseline measure (see Table 5 on the next page). The coding used was the practice was evident, not evident,

or not observed. If an item was not observed, it was not included in the fidelity analysis. For two of the three teachers, the Before Reading items were not observed, so the Before Reading results below, of 100%, are for only one teachers. For the remaining items, most of them were observed. Other than the Before Reading results, the highest items were for teachers summarizing what was read (67%) and teachers pointing out various concepts of print (63%). The practice least observed was for the degree to which teachers extended comprehension to focus on deep understanding of vocabulary knowledge.

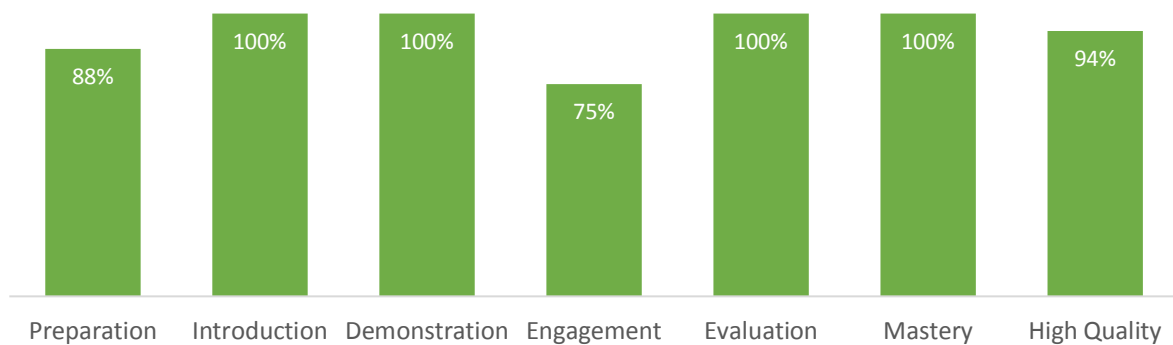
Table 5: Preschool Literacy Read Aloud Fidelity Baseline Data

Before Reading	
Teacher introduces/previews the story and new vocabulary words:	100%
During Reading	
Teacher reads a passage from a narrative or informational text out loud, focusing on literal and inferential comprehension:	58%
Teacher rereads passage, drawing attention to the new vocabulary:	53%
Teacher points out various concepts of print:	63%
After Reading	
Teacher extends comprehension, focusing on deep processing of vocabulary knowledge:	33%
Teacher summarizes what was read and any content knowledge that was learned:	67%

Training Fidelity

As discussed in Section B, to make certain the Literacy Institutes were conducted with best practices for training and were aligned to the DELI content, AIR trainers were observed by a colleague to assess the degree to which the training was implemented with fidelity. Below in Chart 8 are the average results for the two 2019 DELI K-3 Literacy Institutes. With such a small sample size, care must be taken in interpreting these results. The Introduction, Demonstration, Evaluation, and Mastery components of the HQPD were implemented with full fidelity. The lowest rated item addressed participant engagement (75%).

Chart 8: High Quality Professional Development Training Results (n=2)



Coaching Fidelity

As discussed in the previous section, while a Coaching Fidelity tool, the High-Quality Professional Development (HQPD) Coaching Fidelity Tool (adapted from Brussow et al., 2013) has been identified, it has not been administered at this time.

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

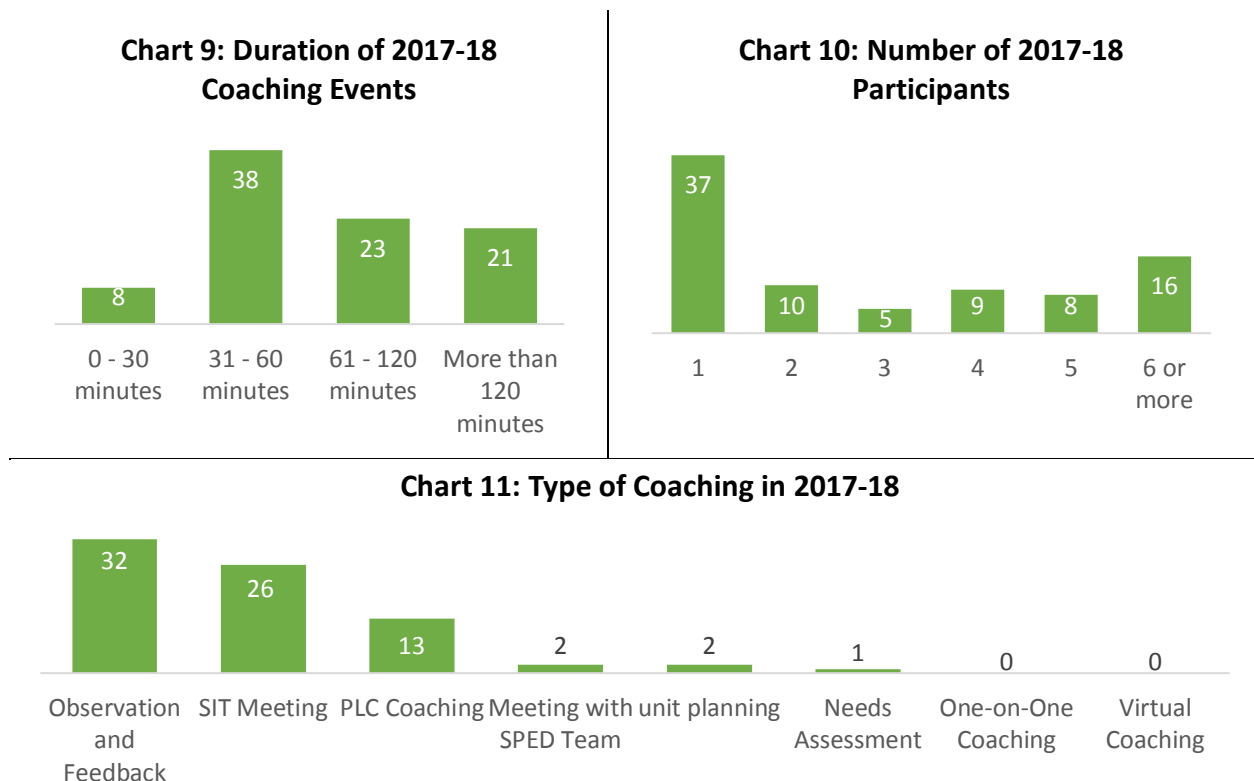
The primary outputs to report on, other than those activities just addressed are coaching and meeting outputs.

Coaching Outputs

Based on the action plan goals developed after the completion of the MTSS Fidelity of Implementation Rubric, subsequent coaching visits were planned and implemented. The charts below and on the next page provide a summary of face-to-face coaching activities conducted by DELI coaches during the 2017-18 school year.

2017-18 Output Data

During the 2017-18 school year, DELI coaches made 51 visits to participating SSIP schools. On these 51 visits, there were 90 distinct coaching activities. As shown in Chart 9, the largest number of coaching activities lasted from 31-60 minutes (n=38). Most of the coaching activities focused on one person (n=37) (see Chart 10). As shown in Chart 11, the most frequent type of coaching was observation and feedback (n=32), and participating in SIT meetings (n=26).



Fall 2018 Output Data

Below are the coaching output data for September through December 2018. There were a total of 31 coaching visits to SSIP schools, with 57 distinct coaching activities on the 31 coaching visits. Chart 12 shows that 13 coaching activities impacted seven or more participants, with seven coaching activities with just one person. So coaching was generally provided individually or in groups of seven or more people. Almost half of the activities (46%) lasted more than two hours (Chart 13).

Chart 12: Number of Coaching Recipients, per Activity

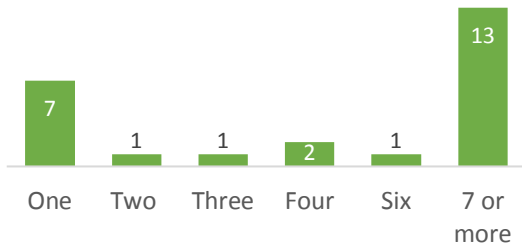
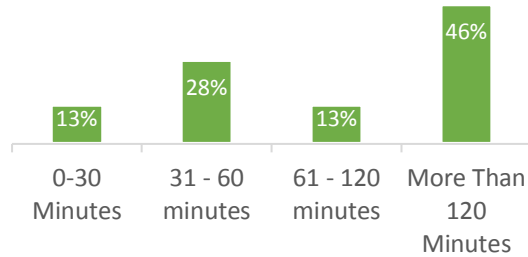


Chart 13: Percent of the Duration Coaching Activities

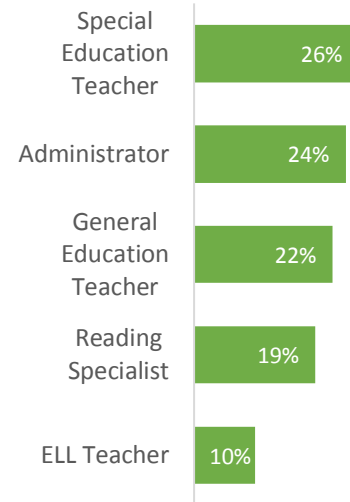


The most frequent coaching activities during fall 2018 were observing instruction, modeling instructional strategies, and conducting needs assessments (all n=6) (see Chart 14). The low number of activities addressing action plan (n=1) development is an artifact of the timing of the reports. Cohort 4 schools have just completed their MTSS Fidelity of Implementation Rubric/needs assessment and are moving into action plan development stage. Special education teachers (26%) and administrators (24%) were the largest audience of the fall 2018 coaching visits (Chart 15).

Chart 14: Number of Coaching Visits, by Activity



Chart 15: Percent of Coaching Recipients, by Role



MTSS Leadership Team Meetings

In fall 2017, in conjunction with the 2017 DE SPDG award, the DE SSIP Core Team became the DE MTSS Leadership Team to provide guidance from a small group of stakeholders intimately involved in the DE SSIP and SPDG initiatives. This team included two DE DOE SSIP Coordinators, AIR staff, the external evaluator, staff from the DE Parent Information Center, and DE DOE curriculum and early childhood personnel. During this reporting period, the MTSS Leadership Team met eight times (Table 6). A list of MTSS Leadership Team members is in Appendix G.

Table 6: MTSS Leadership Team Meeting Dates

Spring 2018	Fall 2018
February 5, 2018	September 13, 2018
March 19, 2018	October 2, 2018
May 24, 2018	November 14, 2018
July 10, 2018	December 14, 2018

MTSS Advisory Council Meetings

Also in fall 2017, the DE SSIP Advisory Council was restructured to be the DE MTSS Advisory Council. The membership remained the same, but the focus has expanded due to the funding of the Delaware SPDG. The MTSS Leadership Team had already expanded in February 2017 to include representation from the DE RTI Coalition. During the fall 2018, the DE MTSS Advisory Council has begun efforts to align with DE Positive Behavior and Supports Advisory Council. This process is discussed in greater detail in Section E.

Three MTSS Advisory Council meetings were held during this reporting period, as shown in Table 7. The end of the 2017-18 school year meeting was held on May 24, 2018. This meeting celebrated the accomplishments of the second year of SSIP implementation, with a presentation by administration and staff from Little Vikings Preschool. A list of MTSS Advisory Council members is in Appendix H. A summary of the 2017-18 MTSS Advisory Council meeting evaluation data is included in Appendix I.

Table 7: MTSS Advisory Council Meeting Dates

Spring 2018	Fall 2018
March 19, 2018	September 13, 2018
May 24, 2018	

Family Engagement Activities

The primary family engagement activity during this reporting period was planning for a book drive with North Georgetown Elementary School. The first planning meeting was January 17, 2019, with the event tentatively scheduled for March 21, 2019. The event was to include a presentation on literacy to families, along with center activities, which allow for students to select books, and families to practice the skills discussed in the training. Materials are currently being developed and

will be sent for final approval before dissemination. The presentation is being held in both English and Spanish.

Additionally, the DE PIC is producing an early literacy toolkit. The Toolkit consists of resources for students, families and professionals to increase literacy skills, support literacy at home, and understand interventions and supports used at school to support reading, such as MTSS. This toolkit includes fact sheets, videos, as well as evidenced-based resources to support literacy for all students, including students with reading disabilities. It is expected to be publicly released in spring 2019. The PIC also included an article on the importance of early literacy in early childhood in their November 22, 2018 newsletter. A Parent Feature Resource: Benefits of Early Literacy is also included on the PIC website.

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 on the previous page, the MTSS Leadership Team and MTSS Advisory Council were the primary stakeholders with an ongoing voice and input into SSIP implementation. The MTSS Leadership Team met eight times and the SSIP Advisory Council met three times during this reporting period. Each meeting included informational presentations on the status of SSIP activities, as well as time for SSIP MTSS Leadership and Advisory Council members to work in small groups to provide input and guidance into SSIP activities. MTSS Leadership Team and Advisory Council members have been 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.

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 has further refined during each of the last two years to better meet the needs of those providing professional learning and the evaluation team.

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

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 J. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. The data collection timeline was presented on page 9 in the previous section.

The DE SSIP data collection plan is included in Appendix K. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. A shortened data collection plan (Appendix L) is provided to participating districts and schools at the initial orientation. This allows participating districts and schools to have a full understanding of expectations and responsibilities regarding data collection and reporting.

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 to establish a baseline measure. On pages 32-33, we report on SBAC results for 2017-18 and previous years.

A baseline teacher impact survey data was administered with Cohort 1 teachers in fall 2016, with a second survey in May 2017. The results of the 2016-17 results were shared in the 2018 DE SSIP Phase III report. During the 2017-18 school year, the focus of the professional learning was narrowed and most of the teachers impacted the first year did not participate in professional learning during 2017-18. As a result, the May 2018 teacher impact survey cannot be treated as part of the longitudinal analysis. In Section D, though, we present the results from the May 2018 survey.

Due to the small number of administrators, structured interviews were used, rather than surveys to gather feedback from participating principals, curriculum directors, and coaches. The first set of interviews occurred in June 2017 with each Cohort 1 school. The second set of principal interviews were held with Cohort 1 and 2 administrators in July 2018. The results of those interviews are provided on pages 27-28. The report is included in Appendix M.

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 has been developed and administered to teachers at each participating school. 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 by 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 the ANOVA statistical test 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 have been few data consistently available. Training evaluation data have been reviewed to plan for and improve subsequent training to ensure that the Literacy Institutes better meet participants' needs. The qualitative teacher survey data collected in May 2017 and 2018 have been reviewed and shared with DELI coaches to inform their activities. Feedback from principal interviews have also been reviewed and used to inform DELI coaching.

As of fall 2018, the necessary fidelity instruments have been identified, adopted, and used to gather baseline data for Cohort 4 schools. These data will be most useful in helping to direct implementation and improvement strategies.

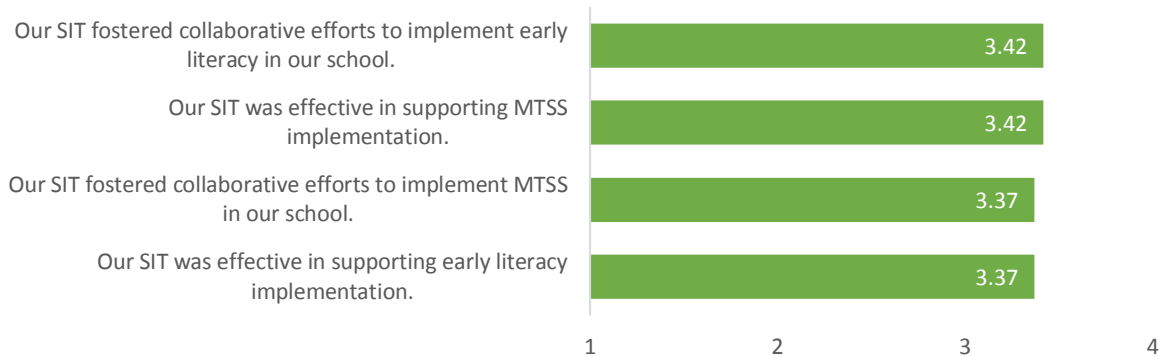
C.2(b): Evidence of change to baseline data for key measures

School Implementation Team Survey

To assess the impact of DELI professional learning on the effectiveness and collaborative nature of SITs, SIT members were surveyed in May 2018. There was little variation in responses, with SIT members agreeing that their SITs were collaboratively implementing MTSS and early literacy practices in their schools, and that their SITs were effective in supporting the implementation of MTSS and early literacy practices (see Chart 16 on the next page).

Chart 16: Impact on School Implementation Teams

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



Teacher Impact Survey

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.

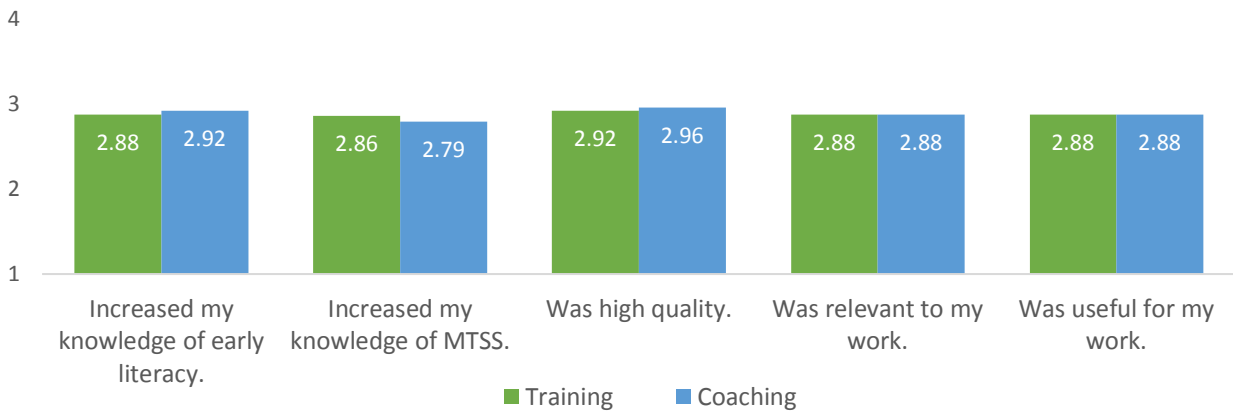
- Teachers' literacy and MTSS knowledge
- Frequency of use of evidence-based literacy and MTSS practices
- Ease of use in accessing data
- Parent involvement
- Administrative support
- Expectations for students with disabilities
- School climate for supporting literacy

The May 2018 survey was administered to all Cohort 1 participants who participated in professional learning during the 2017-18 school year. Due to the relatively minimal amount of professional learning provided to Cohort 2 schools in 2017-18, they were not included in the sample. Of the 42 educators identified as receiving DELI professional learning in 2017-18, 24 (57%) responded to the survey. Due to the relatively small sample size, we combined responses from all preschool and school personnel to insure confidentiality.

There was little variation across these items in Chart 17 (on the next page), as DELI teachers generally agreed that the trainings and coaching were high quality, relevant, useful, and increased their knowledge of MTSS and early literacy.

Chart 17: Quality, Relevance, Usefulness, and Impact of DELI Training & Coaching

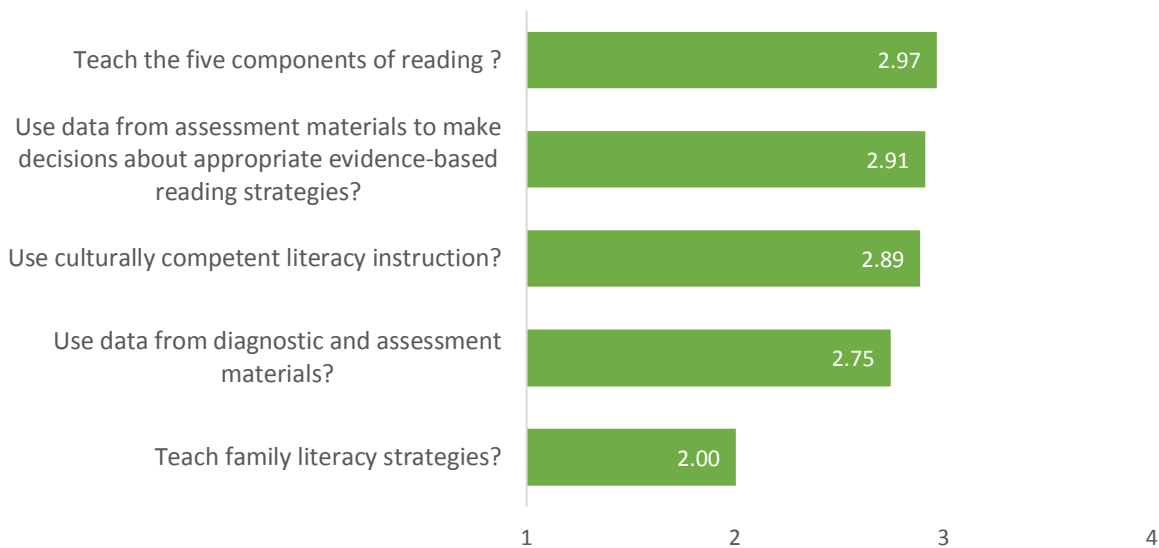
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



The first set of questions inquired about the frequency that DELI teachers used various methodologies related to literacy and MTSS (see Chart 18). Respondents replied that they taught the five components of reading, used data from assessment materials to inform reading instruction, and used culturally competent literacy instruction the most often. Teaching family literacy strategies was done the least frequently.

Chart 18: Frequency of Use of Early Literacy Practices of DELI Teachers

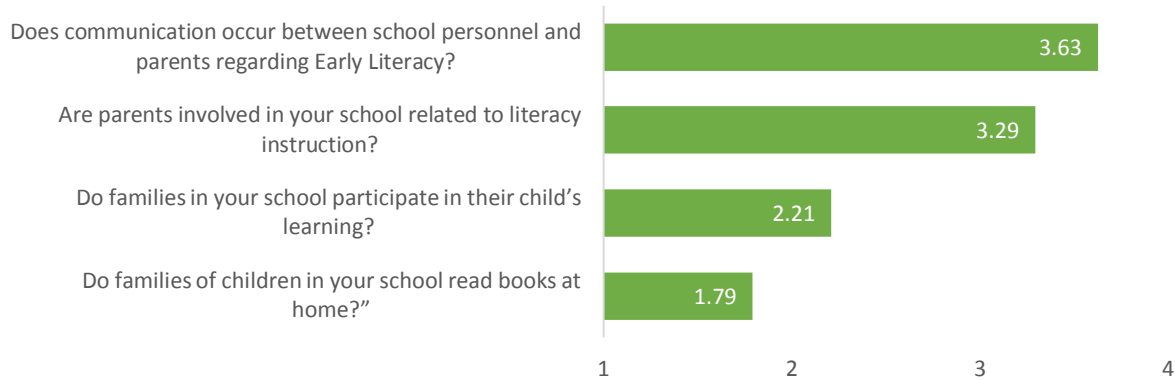
(Scale: 1 = Rarely, 2 = Monthly, 3 = Weekly, 4 = Daily)



The next set of questions in Chart 19 (on the next page) addressed issues related to parental involvement. Respondents reported that communication between school personnel and parents regarding early literacy occurred almost daily, followed by the degree to which parents are involved in schools' early literacy efforts. Respondents reported the least frequency for which families of children from their schools read books at home.

Chart 19: Frequency of Parent Involvement as Reported by Delaware Early Literacy Teachers

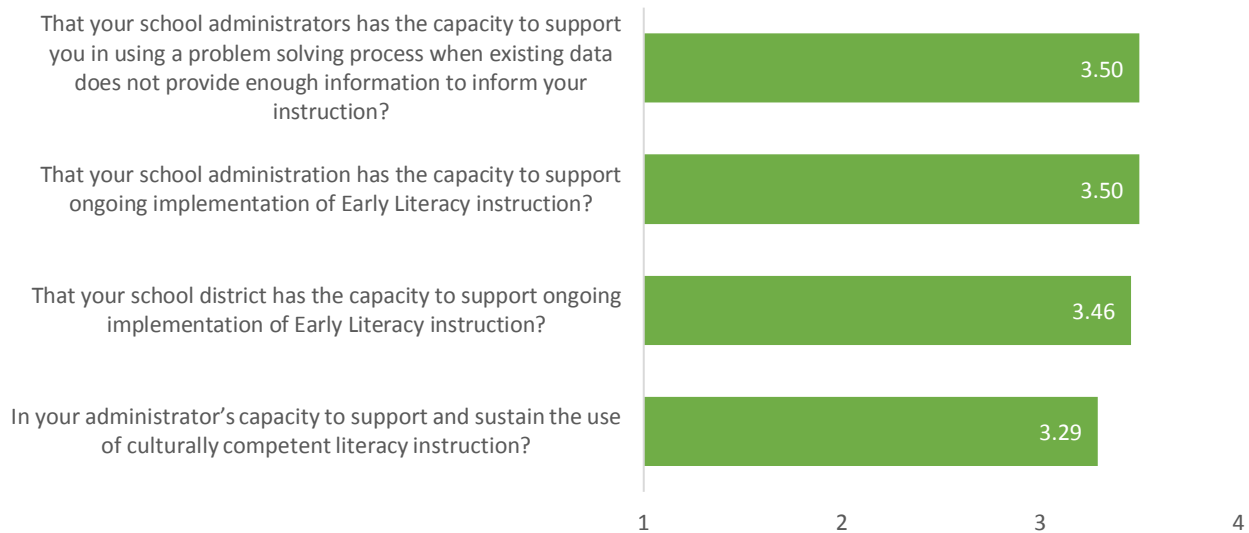
(Scale: 1=Rarely, 2=Monthly, 3=Weekly, 4=Daily)



As shown in Chart 20, teachers on average were confident to very confident in their administration's capacity to support the processes used in the Delaware Early Literacy Initiative. There was little variation in responses regarding the capacity of their school's administration to use a problem solving process to inform instruction and to support ongoing implementation of early literacy practices. While agreeing that their administrations' had the capacity to support and sustain culturally competent instruction, it was the lowest rated item.

Chart 20: Confidence of Delaware Early Literacy Teachers in Administrative Support

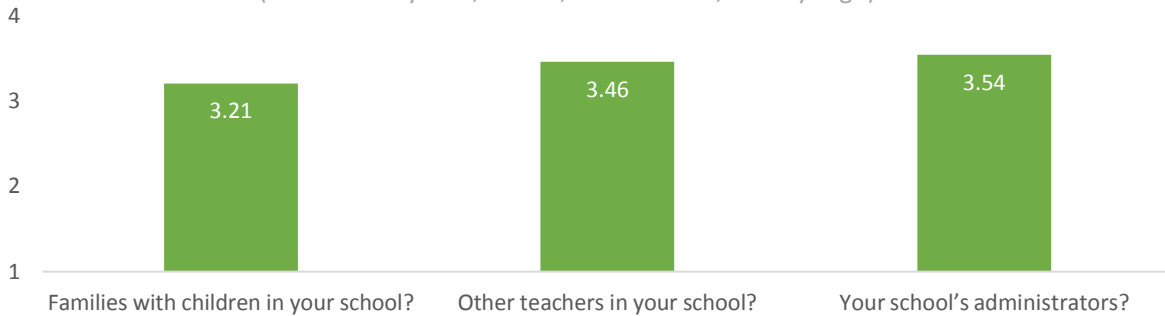
(Scale: 1=Not Confident, 2=Somewhat Confident, 3=Confident, 4=Very Confident)



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 teachers felt that there were moderate to very high expectations for students with disabilities, with school administrators reported to have higher expectations than other teachers in the schools, as well as families (see Chart 21 on the next page).

Chart 21: Perceptions of Expectations for Students With Disabilities by Delaware Early Literacy Teachers

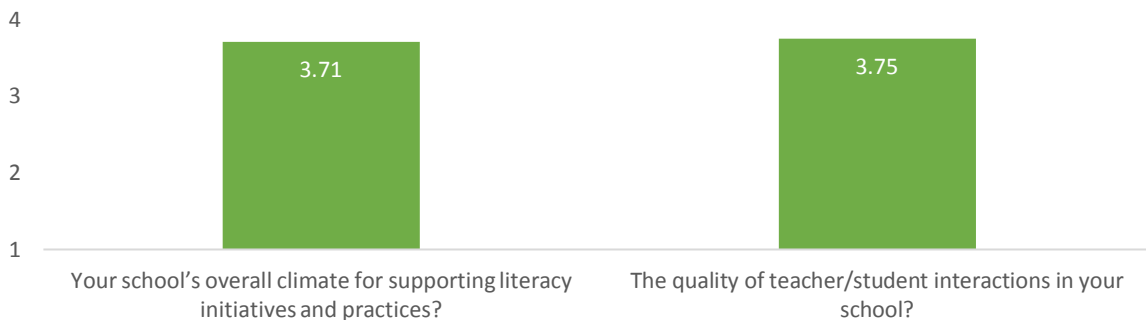
(Scale: 1=Very Low, 2=Low, 3=Moderate, 4=Very High)



The last set of questions (see Chart 22) 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 teachers who responded felt that quality of interactions between students and teachers was moderate to very high.

Chart 22: School Climate Ratings by Delaware Early Literacy Teachers

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



Administrator Interviews

To assess the impact of the professional learning provided by the Delaware Early Literacy Initiative (DELI), 11 administrators from seven schools in one school district and one charter school were interviewed by the DELI external evaluator in July 2018. At three of the seven schools, there will be new administrators in fall 2018. The three new administrators participated in the interviews as well as the outgoing administrators, although their input was limited. These administrators stated that participating in the interviews was helpful for them in learning more about DELI. At the participating school district, a new literacy curriculum was introduced in 2017-18. The use of the American Reading Company (ARC) Core curriculum impacted the DELI professional learning, forcing DELI coaches to find areas to support teachers outside of the curriculum being used across schools. The full report is in Appendix M.

Overall, the administrators interviewed perceived the DELI coaching to be effective and improved literacy instruction in all participating classrooms. One school felt it also supported their ongoing efforts to implement MTSS. The administrators from the initial set of DELI schools

appreciated the changes in DELI coaches between the first and second years. They thought the DELI coaches had improved their capacity to support and sustain quality literacy instruction. They felt the DELI coaches did a good job of enhancing their use of problem-solving skills, but, as a general rule, they did not address cultural competence as part of their coaching.

Two themes that emerged from the interviews was the small number of teachers impacted by the DELI initiative and how the professional learning was tailored to the needs of the school. While this is commendable on one level, attention must be paid to the goals of DELI and to what degree literacy outcomes for third grade special education students were impacted by the professional learning. By meeting the needs of these specific schools, it is not likely the DELI goals will be met.

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 fidelity/needs assessment data from each school to inform the coaching to be facilitated at each school.

Staff from the DDOE and AIR spoke weekly to plan for upcoming professional learning activities, using any data available to guide the discussions. SIT team members also discussed activities and topics of upcoming Literacy Institutes with the DELI professional learning providers. 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 needed in order to better target participating schools' needs.

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 21, the MTSS Leadership Team and MTSS Advisory Council were the primary stakeholders with an ongoing voice and input into SSIP evaluation. The MTSS Leadership Team met eight times and the MTSS Advisory Council met three times during this reporting period. 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, staff from participating schools, SIT teams, LEA Special Education Directors and curriculum specialists, the DE Teaching and Learning Cadre composed of general education curriculum directors, the DE RTI Coalition, Part C, the DE PTI, and the GACEC.

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

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 areas of literacy and MTSS do not 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. We are continuing to work on improving the pre/post Literacy Institute assessments.

During the first year and half of implementation, we did not have a fidelity of intervention related to literacy practices instrument in place. We measured the fidelity to which each school's action plan was implemented, As discussed previously, MTSS, literacy, and training fidelity instruments were identified and administered in fall 2018. A second data round of fidelity data collection occur in May 2019.

We are still working with participating schools to gather student screening and benchmarking data, as well as the percentage of students receiving tiered instruction. At this point in time, the statewide SBAC assessment is our only measure of student performance.

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 in May 2017 and May 2018 have provided stakeholders' perceptions on the impact of the professional learning. The baseline fidelity of implementation data have provided insight into schools areas of strength and weaknesses. These different data sets will be triangulated to assess implementation quality.

The primary student data to be collected to assess progress are progress monitoring, benchmarking, and SBAC data. We have not been able to collect progress monitoring and benchmarking data at this time, but efforts are underway to work with the participating schools to obtain at least a sample of these data from participating schools.

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

As most evaluation instruments have been developed, we are now in a position to administer baseline and follow-up surveys more precisely, thus better measuring progress and impact. The fidelity of intervention instruments will 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

Significant infrastructure improvements have occurred over the last two years of DE SSIP implementation. Prior to the 2016-17 school year, the Delaware RTI Coalition researched MTSS systems and made recommendations to the DE DOE to inform RTI policy. In 2016-17, the SSIP Advisory Council incorporated members of the Delaware RTI Coalition to create the Delaware MTSS Advisory Council. In fall 2017, the SSIP Advisory Council was restructure to become the MTSS Advisory Council. Also in fall 2017, Delaware's SPDG proposal was funded to provide much needed resources to fully implement the SSIP improvement strategies.

The Delaware Positive Behavior Support Project (DE-PBS) project began in 1999 and sustained itself for twenty years. The project began with a focus on supporting individual students, as schools would often request assistance in this area. The project utilized a train-the-trainer model with representative district level teams. Over the next few years, the focus shifted to supporting schools in creating a positive school system so fewer students need individual supports and that these individual supports would be more effective because they are implemented in a large system of School-wide support. Staff then began to provide more training and technical assistance at the school level. In 2002-2003, there was increased development of a larger infrastructure of technical assistance and training capacity in Delaware, to work with school teams. A DE-PBS Cadre of Coaches from active districts receive training and technical assistance from Project staff so they can in turn train and support schools in their district. Through the years that followed, a primary goal became to increase local capacity to support the schools implementing MTSS for behavior social-emotional competencies, and positive school climate.

The Delaware Department of Education was awarded a School Climate Transformation Grant (SCTG) in October 2014 by the U.S. Department of Education's Office of Elementary and Secondary Education and the Office of Safe and Healthy Students. One of the primary goals of the grant is to increase the state's capacity to provide training and technical assistance to enhance the capacity of LEAs to support schools' implementation of multi-tiered behavioral frameworks (MTBF). Technical assistance is provided to district leadership teams in developing a district-wide action plan for developing and implementing MTSS in schools.

Beginning in fall 2018, formal efforts began to align the existing MTSS behavioral initiatives with the emerging MTSS academic efforts under the DE SSIP and SPDG. The DE-PBS Project Coordinator has always been a member of the DE SSIP Advisory Council, but in fall 2018, she began to participate in MTSS Leadership Team meetings as well. The February 2019 MTSS Advisory Council meeting focused on the initial attempts to align the initiatives, with an initial step of creating one MTSS Advisory Council including members from the existing Advisory Councils related to academics and behavior.

As the DDOE continues to finalize state regulations related to RTI and MTSS, more stakeholders have been involved. DE SSIP staff have coordinated efforts with the RTI Coalition and other

stakeholders to develop the regulations. During this reporting period, the Delaware Campaign for Grade Level Reading Committee was created to support Governor Carney’s priority of early literacy. The Committee was charged with creating a Delaware State Literacy Plan. The four strategic intents of the State Literacy Plan are listed below.

- Standards Aligned Core Instruction
- Early Literacy Instruction & Intervention
- High Quality Instructional Materials
- Educator Support through Institutes of Higher Education.

Key activities focus on Birth to 5, professional learning, transition from early childhood education to elementary school, parent and community engagement, and a clearly articulated MTSS framework. The planning team comprised of a group of stakeholders from every county and various roles, including the state SPDG/SSIP team as active members. The SPDG/SSIP staff bring particular knowledge and experience with the focus on early literacy instruction and intervention, parent and family engagement, and MTSS frameworks.

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 2019 DELI trainings were observed by AIR staff. 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. The coaching fidelity rubric has been identified, but not used at the time of this report.

As discussed in Section B(1a) on pages 15-16, in fall and winter 2018, DELI coaches facilitated the initial completion of a baseline administration of the MTSS Fidelity of Implementation Rubric with Cohort 3 School Implementation Teams (SIT). The fidelity/needs assessment data collected from Cohort 1 and 2 schools were not compatible with data from the new instrument and are not included here. They are available in the 2018 DE Phase III report. The second administration of the MTSS Fidelity of Implementation Rubric will be in May 2018.

Baseline data was collected in fall 2018 on the Explicit Instruction component of the Recognizing Effective Special Education Teachers (RESET) Rubrics. DELI coaches used these rubrics to conduct observations of at least half of the participating teachers’ reading instruction. The same teachers will be observed in the fall and the spring.

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

As discussed in Section C, during this reporting period, our only quantitative data sources available assess project outcomes are professional learning output data, training evaluation data, baseline data from the MTSS and literacy fidelity instruments, two administrations of the teacher impact survey and administrator interviews from the Cohort 1 schools, and SBAC data. 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 2018 teacher impact survey from the Cohort 1 participants suggests that the professional

learning provided has impacted teachers' instructional practices. The full report and list of responses is in Appendix N.

- I feel that my knowledge about different strategies used in reading instruction has grown.
- Asking more inferential questions while reading, and ask assessment questions during reading.
- Improved overall knowledge of early literacy best practices.
- The coaching model in which a person comes into the school and meets with PLC groups to share resources has been beneficial. It helped our special education teachers to be more informed of early literacy instruction.
- I feel more confident providing MTSS instruction, how to use data from AIMSWEB, and how to use that data to drive MTSS instruction.

Feedback from the July 2018 principal interviews referenced the following outcomes:

- Our DELI coach made all the difference. She was wonderful. She was a wealth of knowledge and would send resources. I feel more confident to support literacy instruction now. Having her support what we are already doing was helpful. It was not something extra.
- DELI definitely stimulated an excitement around literacy. I feel that I am absolutely able to support ongoing literacy instruction.
- Our DELI work focused more on Tier 2 and lesson studies. This aligns with our district efforts. We're looking at data more. This is making us more responsible. It's built into our improvement process. A lot of the MTSS work was already here, it's now more polished and refined.
- We also have new literacy strategies to implement. The strategies demonstrated by DELI were not off-the-wall ideas. They were good ideas we should have been doing already.
- We worked on a data folder with our DELI coach that included documents for teachers to use to collect evidence, data, parent contacts, and classroom observation data to support student needs. Our referrals have decreased.

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 (on the next page) displays five years of data on the DE third grade assessment results. The 2014-15 and 2015-16 data are baseline, as the initiative began in fall 2016 with the initial three schools. Each year, since the first administration in 2014, there has been a decrease in the percentage of students with disabilities scoring proficient on the Delaware Alternate Assessment (DCAS-ALT1), or as the DE SIMR is written, an increase in the percentage of students NOT scoring proficient on the two statewide assessments. The decrease has increased by greater amounts in 2017 and 2018. Nationally, there has been a trend in stagnating or decreasing SBAC results. At this early stage in implementation, with a small number of schools, we did not expect to see changes in statewide 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% (Baseline)	73.69%	71.69%	69.69%
Data	74.69% (Baseline)	75.30% (Baseline)	76.08%	78.54%	87.69%
Decrease from Baseline	Decrease from the Baseline	-0.61% (Baseline)	-0.78%	-3.0	-5.0

F. Plans for Next Year

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

During the 2018-19 school year, all DE SSIP schools continue to benefit from professional learning activities, including sustained training and coaching, supported by evaluation activities. Intended outcomes include increased early literacy instructional capacity of school personnel. As this model is expanded, direct supports will fade for the Cohort 1 and Cohort 2 as they progress into a consultative support model based on the schools' specific needs. Next year, Cohort 3 schools will continue with tiered level of supports which includes data driven professional learning institutes as well as group and individual coaching aligned to the schools' action plans. There will be a strategic focus on working at the school level to support MTSS systems and infrastructure for literacy. In addition, conversations are planned to address MTSS systems work at the district level.

The DDOE is actively planning for sustainability of our Delaware Early Literacy Initiative through collaborative planning with Curriculum, Instruction, and Professional Development workgroup at the DDOE. This includes but is not limited to DDOE, LEA, and school participation in state Literacy Coalition and Literacy Cadre. DELI is a critical component of the State Literacy Plan, a directive of the state governor. This comprehensive approach will ensure our efforts are focused on Delaware specific literacy needs and goals while building capacity and planning for sustainability.

Recruiting efforts continue to be successful. Cohort 2 includes two elementary schools and a preschool and was recently combined with the singular elementary school from the same district from Cohort 3. A new district began participation in the 2018-2019 school year which includes 7 schools and an additional charter school. The LEA currently has a tiered level of support based on the individual needs of schools. The DDOE SSIP Project Director has met with potential LEAs and is also engaged in work within the DDOE to recruit potential partnerships with Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) schools.

The MTSS Leadership Team and Advisory Council will continue to advise the SSIP and the SPDG staff and provide feedback regarding implementation of the Delaware Early Literacy Initiative. The DE SSIP has been fully aligned with the Delaware's 2017 SPDG initiative, to enhance SSIP implementation. These groups are engaged in work to support the alignment of the academic and behavior MTSS initiatives. This alignment will promote a system that will address the whole child to improve outcomes for children with disabilities.

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

Delaware will continue the aligned work with the Phase III evaluation plan, based on the logic models developed in Phase II. The evaluation plan has been refined during each of the last two years to better meet the needs of those providing professional learning and the evaluation team. This plan is provided to participating districts and schools at the initial orientation which allows participating districts and schools to have a full understanding of expectations and responsibilities regarding data collection and reporting. All forms of data collected are reviewed and used by DDOE and AIR at weekly discussions to plan future action steps.

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

The primary barrier to date has been LEA recruitment. The DDOE SSIP Project Director is actively meeting with potential LEAs and is engaged in work within the DDOE to support LEAs with elementary schools in Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) status.

AIR continues to improve the evaluation process to get a more accurate measure of training impact on participant knowledge. The tools themselves are periodically reviewed and refined. In addition, the most effective method of collecting data is assessed. This is evident through the continuing work on improving the pre/post Literacy Institute assessments and exploring additional data sources to utilize. AIR and the DDOE are also working with the participating schools to look at current data collection to determine how these may inform the initiative.


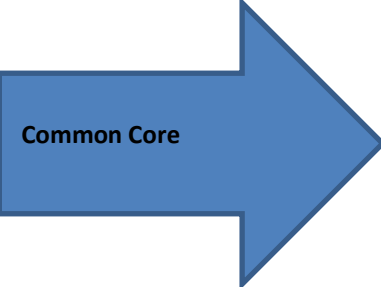


As recruiting efforts continue to expand, AIR and DDOE actively communicate and collaborate to assess priorities and allocate funding accordingly. As the plan for expansion and sustainability is further developed, full funding continues to be a concern. Working with Academic Support Team within the DDOE in problem-solving funding is one method for addressing this barrier.

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	<p>If DDOE models and provides information to LEA leaders about principles of Implementation Science to lead change,</p> <p>If effective DDOE and LEA leaders model and expect culturally competent literacy instruction and sensitivity to the needs of students and families,</p> <p>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,</p>	<p>Then LEAs and building leaders will model and provide information to staff about change strategies to improve instruction in schools;</p> <p>Then teachers will demonstrate culturally competent literacy instruction with linguistic awareness and be more sensitive to students' social/emotional needs;</p> <p>Then families will have access to information and training to increase their knowledge and skills to support early literacy and literacy practices;</p>	<p>Then appropriate evidence-based reading strategies will be selected and provided to meet the unique needs of preschool-3rd grade SWD.</p>	<p>Then grade 3 SWD will improve reading performance.</p>
 Common Core	<p>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,</p> <p>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,</p> <p>If DDOE communicates and holds high expectations for the performance of SWD,</p>	<p>Then LEAs will provide ongoing PD using this robust system to support Early Literacy Foundations and Common Core Standards in its schools.</p> <p>Then the LEAs will provide training to assessors and teachers on these diagnostic processes and selection of instructional strategies based on individual student needs;</p> <p>Then LEA and building leadership will be accountable for higher levels of improved performance for SWD in reading;</p>		
 Transparent Data	<p>If the DDOE expects LEAs to use high quality data and data-based decision making,</p>	<p>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;</p>		
 Support for Struggling Schools	<p>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,</p>	<p>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;</p>		

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)
<ul style="list-style-type: none"> • DOE <ul style="list-style-type: none"> ○ Exceptional Children Resources (ECR) ○ K-12 Initiatives/ Curriculum/Instruction ○ Title 1 ○ Office of Early Learning ○ World Language/ELL ○ Policy & External Affairs ○ Assessment & Data Management ○ State Board of Education ○ SSIP Core Team & Advisory Council • Vendor • Part C – Child Development • PIC, GACEC, PTA, Parent Councils • School Level Implementation Team <ul style="list-style-type: none"> ○ Administrators ○ Teachers (across content areas) ○ Literacy specialist ○ Families/students ○ 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 	<ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Amount of <ul style="list-style-type: none"> ○ Professional Learning ○ Coaching ○ Observing, feedback • Implementation Team developed • Initiative plans & materials reflect the use of: <ul style="list-style-type: none"> ○ Implementation science. ○ Cultural competence ○ Family involvement ○ Learning Forward standards • Literacy materials developed • Evaluation instruments <ul style="list-style-type: none"> ○ Progress monitoring ○ Fidelity tool ○ DDOE, district, school, & family surveys, interviews, & focus groups • Communication plan is developed. • Website updated regularly with links. 	<ul style="list-style-type: none"> • DDOE staff, LEA administrators, teachers, & staff, families, & other partners are more knowledgeable about: <ul style="list-style-type: none"> ○ Implementation science ○ Culturally competent literacy instruction ○ High expectations for SWD ○ Components of reading ○ Use of diagnostic processes ○ Early Literacy instruction ○ Common Core Standards ○ Data analysis methods ○ Using data to inform instruction ○ 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

Action Plan Priorities

DELI Action Plan Priorities

School	Cohort	Action Plan Goals
A.	1	<ol style="list-style-type: none"> 1. Improve performance of Tier 2 and Tier 3 students, both general education and special education students as seen on assessments such as IRLA data and SBAC 2. Improve vocabulary instruction in K – 3 core and special education settings 3. Improve comprehension instruction with a focus on progress monitoring in K-3 core and special education settings
B.	1	<ol style="list-style-type: none"> 1. Increase knowledge of best instructional strategies for Tier 2 students 2. Increase knowledge of best instructional strategies for Tier 3 students in special education resource settings 3. Monitor data to determine individual student goals
C.	1	<ol style="list-style-type: none"> 1. Develop menu of evidence-based interventions 2. Build fidelity of evidence-based literacy instruction in core and intervention 3. Refine process for collecting and analyzing progress monitoring data
D.	2	<ol style="list-style-type: none"> 1. Improve planning for tiered groups; Planning purposeful instruction incorporating instructional best practices for tiered students. 2. Improve Vocabulary instruction to increase/improve comprehension. 3. Monitor data to determine individual student goals
E.	2	<ol style="list-style-type: none"> 1. Increase knowledge and use of effective strategies to embed English language development standards and Can-Do descriptors into ARC-informed literacy lessons. 2. Increase use of best practices/intervention strategies in ARC lessons to improve literacy development of students in general education classrooms 3. Build school-level capacity in organizational structures and processes for using MTSS assessment data and WIDA ACCESS for ELLs data to inform reading instruction
F.	2	<ol style="list-style-type: none"> 1. Improved skills for providing accommodations and modifications 2. Improved awareness of evidenced-based literacy strategies for the classroom (environmental print, emergent writing) 3. Improved family engagement

School	Cohort	Action Plan Goals
G.	2	<ol style="list-style-type: none"> 1. Increase teacher knowledge on standards-based writing instruction through coaching in PLCs 2. Increase teacher knowledge of structures and process to use student writing data to inform data-based decision making
H.	2	<ol style="list-style-type: none"> 1. Choose curriculum for core reading instruction 2. Develop an intervention menu and training for teachers to use in Tier 2 3. Strengthen the team process - meeting, process, developing a team
I.	3	<ol style="list-style-type: none"> 1. Improve literacy instruction at Tier 1 2. Develop a menu of interventions for Tier 2
J.	3	<ol style="list-style-type: none"> 1. Georgetown 1st – 3rd grade ELA teachers, Reading Specialist, EL teachers and para professionals (all core and intervention staff) will increase implementation of Sheltered Instructional Observation Protocol (SIOP) strategies in both core and intervention instruction. 2. Develop a system to ensure explicit transfer of standards-based ELA skills and strategies between core and intervention instruction for students. 3. Benchmark Advance reading lessons are aligned with CCSS
K.	3	<ol style="list-style-type: none"> 1. First grade teachers of reading will develop CCSS and Benchmark Advanced aligned center activities. Differentiation will be considered in the development of the centers. The foundations of language and literacy development will guide center planning. 2. NGE will develop protocol to be used in PLCs to ensure efficient and effective time, focus, and action based on district predetermined agenda items and any additional school and/or team agenda items. 3. NGE teachers will continue professional learning focused on the foundations of language and literacy after the DELI Literacy Institutes on Feb 1 and April 5, 2019.
L.	3	<ol style="list-style-type: none"> 1. Increase teacher knowledge on language and literacy differentiation in content area literacy lessons 2. Increase teacher knowledge of structures and process to use student writing data to inform data-based decision making
M.	3	

Appendix D

Institute Evaluation Summaries

**Delaware's
State Systemic Improvement Plan
State Personnel Development Grant**

**Delaware Early Literacy Initiative
Delaware Language and Literacy Institute 1**

**Academia Antonia Alonso Charter School
January 19, 2019**

**Georgetown Elementary and North Georgetown Elementary
February 1, 2019**

Evaluation Report

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Garrett Consulting, LLC

February 26, 2019

Introduction

This report provides evaluation results for two Literacy Institutes conducted as part of Delaware's State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG). The first Literacy Institute was held at the Academia Antonia Alonso Charter School on January 19, 2019. The second Institute was held on February 1, 2019 for teachers from Georgetown Elementary and North Georgetown Elementary, both in the Indian River (IR) School District. Two sessions were scheduled for the Indian River training day. The morning session was for kindergarten and first grade teachers, while the afternoon session was to be for second and third grade teachers. Shortly after starting, the afternoon session had to be postponed due to inclement weather. A total of 32 participants from Alonso and 24 from the two Indian River schools completed at least one section of the training evaluation form. The training objectives for each session are listed below.

Alonso:

- Participants will examine the essential components of a multilevel prevention system within their school contexts.
- Participants will examine scaffolds to support struggling learners and English learners (ELs) with reading vocabulary and comprehension.
- Participants will determine an area of focus for classroom implementation.

Georgetown and North Georgetown:

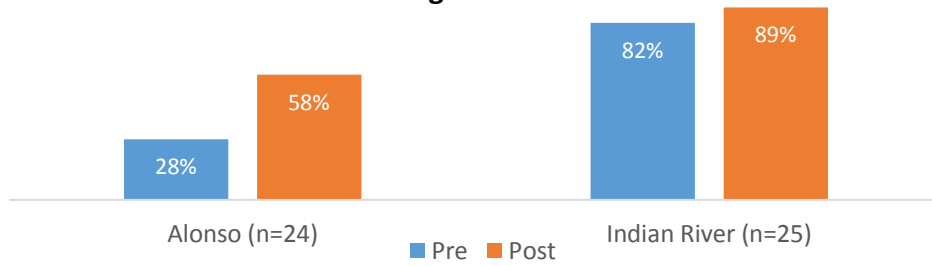
- Participants will examine the essential components of literacy instruction within a multilevel prevention system within their school contexts.
- Participants will examine the essential elements for reading and literacy and how they apply to Benchmark.
- Participants will discuss evidence-based practices (EBPs) for instruction to support all students with phonics and reading vocabulary and how those EBPs apply to Benchmark.

1. Change in Knowledge of Early Literacy

Participants were asked ten knowledge questions (developed by AIR staff) at the start of the training and then again at the conclusion. These questions were designed to measure short-term change in participants' knowledge of literacy as a result of the training presentations and activities. Different evaluation forms were used at each training. The first five questions were the same on each training evaluation survey, but the second five were different to reflect content unique to each group. Also, the Alonso training evaluation survey consisted almost exclusively of open-ended items, while the Indian River training used all multiple choice questions. As open-ended items tend to be more challenging, particularly at pre-test, the results displayed in Chart 1 are not surprising.

At the Alonso training, 31 participants completed the pre-test and 24 completed the post-test. On average, participants scored very low on the pre-test (28%), increasing by 30% to a post-test score of 58%. At the Indian River training, 24 participants completed both the pre-test and the post-test. Indian River participants averaged an 82% score on the pre-test, with an 89% post-test score. An item analysis for each training is included in Appendix A, beginning on page 5. The actual pre- and post-tests are included in Appendix B, on page 8.

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



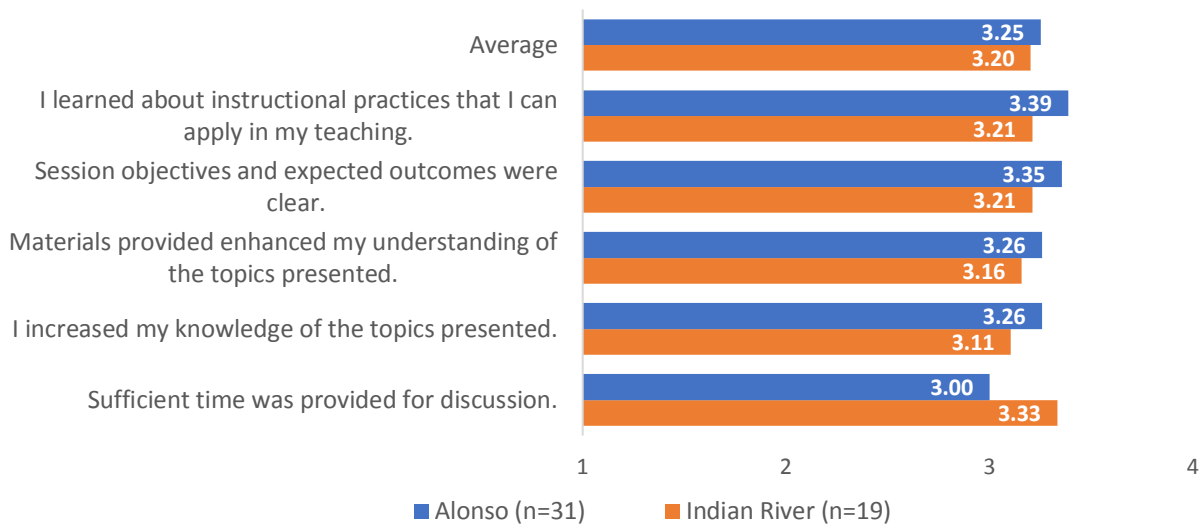
2. Use of Adult Learning Strategies

Participants were asked to rate the degree to which the institute 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 2 on the next page).

Generally, all participants “Agreed” that their learning styles were met. The participants from Academia Antonia Alonso Charter School had a slightly higher average (3.25 on a 4-point scale) than that of the Indian River participants (3.20). Among the responses to the individual items in Chart 2, Alonso participants consistently provided higher ratings, except for the item regarding sufficient time for discussion. Participants from Indian River provided an average rating of 3.30 on this item compared to the Alonso participants who rated it a 3.00. Overall, the participant responses ranged from a low of 3.00 for the item just discussed to a high average of 3.39 for “I learned about instructional practices that I can apply in my teaching.”

Chart 2: Adult Learning Needs

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

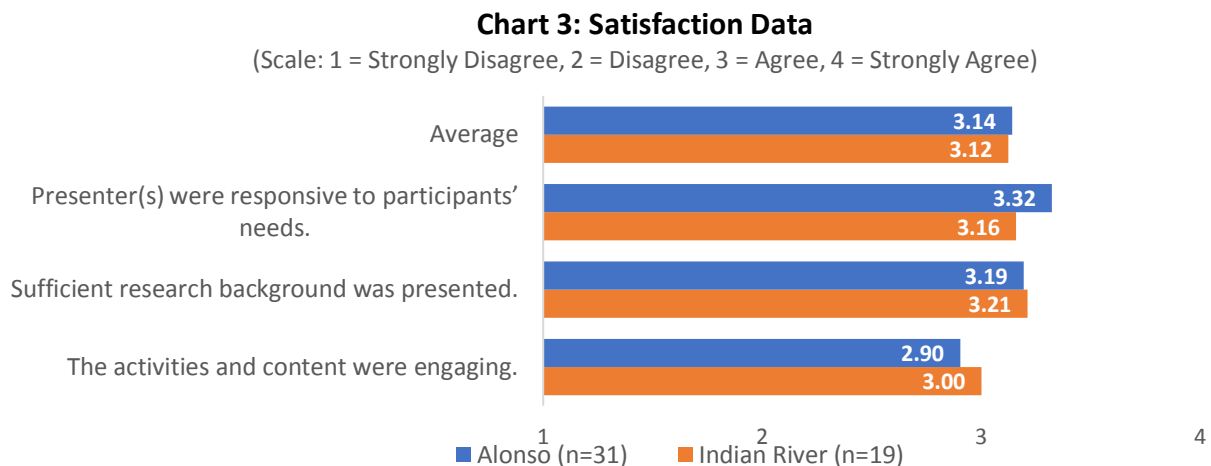


3. General Satisfaction

The institute participants were asked to rate their agreement with the statements below.

- *Presenter(s) were responsive to participant needs*
- *The institute day activities and content were engaging*
- *Sufficient research background presented*

The daily average satisfaction rating for these three items for both groups are listed in Chart 3. The scores across both groups ranged from 2.90 to 3.32 indicating that overall, participants “Agreed” the presenters were responsive to their needs and sufficient research background was presented. However, there was less agreement that the institute activities and content were engaging, particularly from Alonso participants (2.90).



4. Open-Ended Feedback

Participants were asked to list the first action steps they planned to take after the institute. Table 1 summarizes participants' comments for this question, with all responses listed and organized by school, in Appendix C beginning on page 13. The most frequently mentioned action steps varied by school. At Alonso, next steps included better use grouping (5), improved classroom practices (6), and greater use of scaffolding (4). At the Indian River institute, the majority of respondents said they would use the tools and resources that were shared.

Table 1: First Action Steps

	Alonso	Indian River
Grouping	8	0
Classroom Practices	6	0
Scaffolding	4	0
Utilize Shared Tools and Resources	2	7
Vocabulary	2	0
Miscellaneous	4	3
Learn More about the Florida Center for Reading Research	0	3

Participants were asked to list the best parts of the institute. Table 2 summarizes participants' comments for this question. The most frequently mentioned attributes of the institutes were the useful resources that were provided and the opportunity given to collaborate with other staff.

Table 2: Best Part of the Institute

	Alonso	Indian River
Resources	14	3
Collaboration	3	5
Miscellaneous	9	4

Participants were asked what they would like to see improved for the next institute. Table 3 summarizes participants' comments for this question. The most frequently requested improvement focused on providing additional relevant information and content, as well more opportunities for participant engagement in the institutes (7).

Table3: Improvements

	Alonso	Indian River
Content	10	2
Engagement	7	0
Organization	4	3
Delivery	3	0
Miscellaneous	3	2

Summary

In conclusion, it appears the pre/post results were influenced by the format of questions used on the assessment. Care must be taken in interpreting these results. Participants from Academia Antonia Alonso Charter School, averaged a 30% 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 58%. Participants from the Indian River schools averaged a 7% increase from pre- to post-test. The average post-test score was 89%.

On average, the participants felt their adult learning needs were met. Participants from Alonso were slightly more satisfied with the training. General feedback from the institutes indicated that the presenters were responsive to participants' needs and sufficient research was provided. It is worth noting that both groups of participants provided the lowest ratings for the item addressing the degree to which the activities and content were engaging.

Feedback was gathered on participants' next steps, best aspects of the training, and areas in need of improvement. Participants stated a variety of first action steps including greater use of grouping in the classroom, scaffolding and changes to classroom practices. Participating school personnel felt the best parts of the institutes were the resources provided and the opportunity to collaborate with other participants. Suggested areas for improvement included changes in content and more opportunities for participants to engage in the institute.

Appendix E
Training Fidelity Tool

Observation Checklist for High-Quality Professional Development Training

The *Observation Checklist for High Quality Professional Development*¹ was designed to be completed by an observer to determine the level of quality of professional development training. It can also be used to provide ongoing feedback and coaching to peers who provide professional development training. Furthermore, it can be used as a guidance document when designing or revising professional development. The tool represents a compilation of research-identified indicators that should be present in high quality professional development. Professional development training with a maximum of one item missed per domain on the checklist can be considered high quality.

Context Information	
Date: _____	Location: _____
Topic: _____	Presenter: _____
Observer: _____	Role: _____

The professional development provider:	Observed? (Check if Yes)
Preparation	
1. Provides a description of the training with learning objectives prior to training	
Evidence or example:	
2. Provides readings, activities, and/or questions to think about prior to the training; materials are in accessible formats	
Evidence or example:	
3. Provides an agenda (i.e., schedule of topics to be presented and times) before or at the beginning of the training	
Evidence or example:	
4. Quickly establishes or builds on previously established rapport with participants	
Evidence or example:	

¹ Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation checklist for high-quality professional development in education*. Center for Research on Learning, University of Kansas, Lawrence, Kansas.

The professional development provider:	Observed? (Check if Yes)
Introduction	
5. Connects the topic to participants' context (e.g., community, school, district)	
Evidence or example:	
6. Includes the empirical research foundation of the content (e.g., citations, verbal references to research literature, key researchers)	
Evidence or example:	
7. Content builds on or relates to participants' previous professional development	
Evidence or example:	
8. Aligns with school/district/state/federal standards or goals	
Evidence or example:	
9. Emphasizes impact of content on student learning outcomes	
Evidence or example:	
Demonstration	
10. Builds shared vocabulary required to implement and sustain the practice	
Evidence or example:	
11. Provides examples of the content/practice in use (e.g., case study, vignette)	
Evidence or example:	
12. Illustrates the applicability of the material, knowledge, or practice to the participants' context	
Evidence or example:	
Engagement	
13. Includes opportunities for participants to practice and/or rehearse new skills	
Evidence or example:	

The professional development provider:	Observed? (Check if Yes)
14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concept)	
Evidence or example:	
15. Facilitates opportunities for participants to interact with each other related to training content	
Evidence or example:	
16. Adheres to agenda and time constraints	
Evidence or example:	
Evaluation	
17. Includes opportunities for participants to reflect on learning	
Evidence or example:	
18. Includes specific indicators—related to the knowledge, material, or skills provided by the training—that would indicate a successful transfer to practice	
Evidence or example:	
19. Engages participants in assessment of their acquisition of knowledge and skills	
Evidence or example:	
Mastery	
20. Details follow-up activities that <u>require</u> participants to apply their learning in a new setting or context	
Evidence or example:	
21. Offers opportunities for continued learning through technical assistance and resources	
Evidence or example:	
22. Describes opportunities for coaching to improve fidelity of implementation	
Evidence or example:	

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Appendix F

Preschool Institute Evaluation Summaries

Delaware Early Literacy Initiative

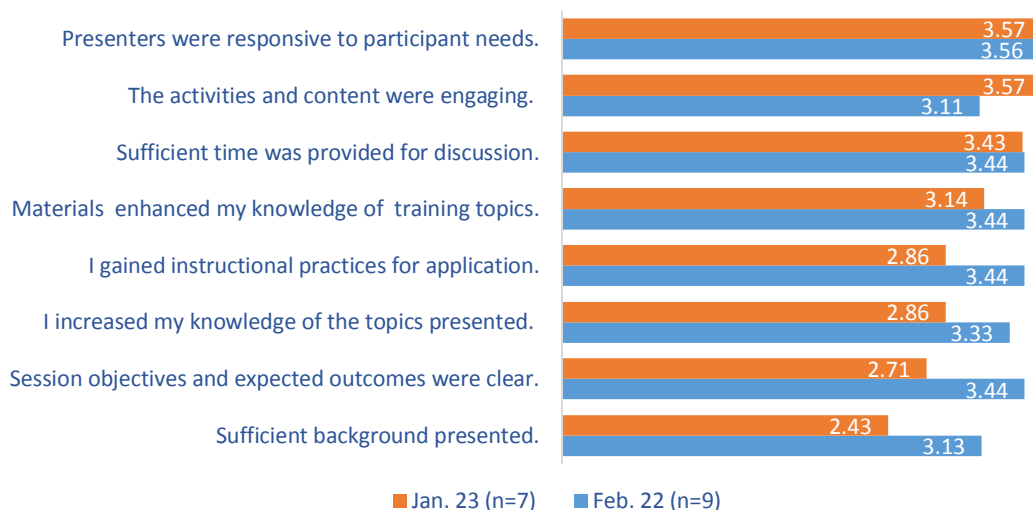
Little Vikings Preschool Training – January & February, 2018

As part of Delaware’s State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG), the Delaware Early Literacy Initiative sponsored trainings on January 23 and February 29, 2018 at Little Vikings Preschool in the Cape Henlopen School District. The training was facilitated by Nicol Christie from the American Institutes of Research (AIR). The training objectives included:

- Participants will discuss the features of effective vocabulary instruction for young learners.
- 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 young learners with disabilities.

Participants completed a brief evaluation survey to assess overall satisfaction with the training and to provide qualitative feedback on what worked well and what could be improved. Seven participants completed the training evaluation form at the January training and nine at the February training.

Training Satisfaction Results



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

First Action Steps

January

- Focus more on expanding vocabulary when I read to my students.
- Be more intentional with vocabulary in my lessons.
- Calling out whether a word is a cognate.
- More ways to implement vocabulary.
- Incorporate more lessons/activities.
- Introduce and pay more attention.

February

- Implementing different strategies to expand vocabulary.
- Use the examples of robust vocabulary instruction.
- Follow the robust vocabulary instruction example.
- More reading, more interactive.
- Picking a vocabulary word.
- Think pair share.
- Partner talk.

Delaware Early Literacy Initiative

Little Vikings Preschool Training – January & February, 2018

Best Part of Session

January

- Learning about how I can better my story times.
- Discussion regarding strategies.
- Relaxed, open conversation.
- Flexible in timing.
- Discussion.
- Handouts.

February

- Getting to find a word and model the strategies.
- Interactive modeling with comics.
- Examples of vocabulary usage.
- Examples made.
- The comic's part.

What Would You Like to See Improved

January

- Offer during a PDD so there more time for discussion.
- More time for the information and discussion.
- A longer period of time to discuss topics.
- More time (4)

February

- I'd love to see one of them model in our classroom.
- More time for discussion.
- Great job!

Delaware Early Literacy Initiative

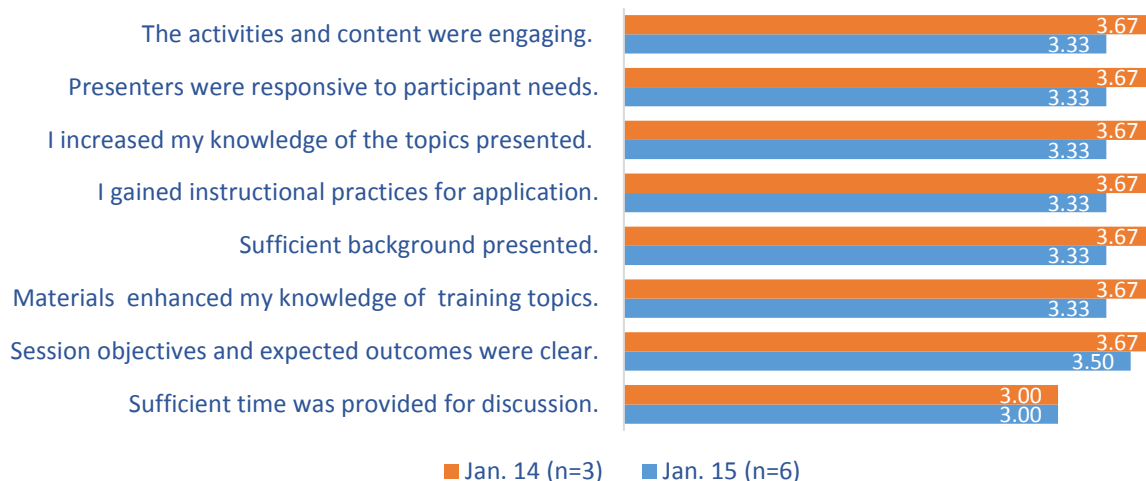
Little Vikings Preschool Training – January 14-15, 2019

As part of Delaware’s State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG), the Delaware Early Literacy Initiative sponsored a training entitled “Building Blocks for Literacy: Focus on Comprehension” at Little Vikings Preschool, on January 14-15, 2019. The training was facilitated by Nicol Christie from the American Institutes of Research (AIR). The seven training participants included special education teachers, general education teachers, a reading specialist, and an administrator. The focus of the training was on:

- Literacy Goal Setting
- Review Reading Comprehension Strategies: Checking for Understanding
- Practice Explicit and Implicit Questioning

Participants completed a brief evaluation survey to assess overall satisfaction with the training and to provide qualitative feedback on what worked well and what could be improved.

Training Satisfaction Results



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

Best Part of Session

- Learning about new strategies that I can implement in my room during instruction time.
- I enjoyed watching the video and seeing how she utilized props and other students.
- Chatting about comprehension and how it looks in our classroom.
- Sharing thoughts/ideas
- Enjoyed the topic
- Video

What Would You Like to See Improved

- Questions prepared in books already - presentation.
- More examples using non-verbal/PECS students.
- Focus on one strategy/item.
- More time

Next Steps

- | | |
|--|--|
| <ul style="list-style-type: none"> • Increase amount of time strategies are used to retell stories and act out with props. • Set goals for ways for my students to retell stories. • Focus on types of questions. | <ul style="list-style-type: none"> • Practice having students retell the story. • Using more props when reading stories. • Include print awareness • Small groups, retell. • Props, with stories. |
|--|--|

Appendix G

MTSS Leadership Team Participant List



Multi-Tiered System of Academic Supports Leadership Team

Name	Representing
Alfaro, Pamela	Education Associate, Language Arts/Literacy & eLearning Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Artzi, Lauren	Delaware Early Literacy Initiative Project Manager American Institutes for Research
Baker-Sheridan, Amy	Education Associate, English/Language Arts & Literacy Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Durodoye, Raifu	Title I Student Supports <i>Delaware Department of Education</i>
Garrett, Brent	External Evaluator Garrett Consulting
Gleason, Caitlin	Education Associate Office of Early Learning <i>Delaware Department of Education</i>
Jackson, Dia	MTSS Project Manager American Institutes for Research
Jackson, Michelle	Education Associate, Special Populations Office of Assessment <i>Delaware Department of Education</i>
Kelly, Kathy	Director, Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>

Knight, Cary	Field Agent English Learners <i>Delaware Department of Education</i>
Lawler, Teri	Education Associate, Trauma Informed practices & Social and Emotional Learning
Matusevich, Dale	Education Associate, Transition Exceptional Children Resources <i>Delaware Department of Education</i>
Marshall, Nicole	Education Associate/Secondary Math Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Mieczkowski, Mary Ann	Director Exceptional Children Resources <i>Delaware Department of Education</i>
Parsons, Janice	Education Associate, General Supervision/ IDEA Exceptional Children Resources <i>Delaware Department of Education</i>
Pernol, Jalee	Education Associate, General Supervision/ IDEA Exceptional Children Resources <i>Delaware Department of Education</i>
Paxson, Maria	Education Associate English Learners & Migratory Students <i>Delaware Department of Education</i>
Surratte, Meedra	Executive Director Parent Information Center <i>State Agencies/Stakeholder Groups</i>
Boyer, Debby	University of DE / Center for Disabilities Studies, DE-PBIS Co-Director, Director of School Aged Unit
Smith, Linda	Education Associate, Exceptional Children Resources <i>Delaware Department of Education</i>
Neugebauer, Tracy	Education Associate, Exceptional Children Resources <i>Delaware Department of Education</i>

Appendix H

MTSS Advisory Council Participant List

Delaware Department of Education
 Exceptional Children Resources



Multi-Tiered System of Academic Supports Advisory Council

Name	Representing
Aldas, Tiffany	Parent Red Clay School District <i>Families</i>
Alonso, Mercedes	Executive Director Academia Antonia Alonso Charter School <i>Local Education Agency Staff</i>
Armory, Bridget	Director of Elementary Education Milford School District <i>Local Education Agency Staff</i>
Baker-Sheridan, Amy	Education Associate/ English/Language Arts & Literacy Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Barber, Carrie	Math Specialist New Castle County Co-Tech School District <i>Local Education Agency Staff</i>
Batchelor, Mondaria	Special Education Specialist Appoquinimink School District <i>Local Education Agency Staff</i>
Beck, Jean	AGEC/Parent Appoquinimink School District <i>Families</i>
Bennett, Theresa	Director Office of Assessment <i>Delaware Department of Education</i>
Berry, Susan	Early Childhood Administrator <i>Local Education Agency Staff</i>
Boyer, Debby	Center for Disability Studies University of Delaware <i>State Agencies/Stakeholder Groups</i>
Brancato, Kim	Early Childhood Appoquinimink School District <i>Local Education Agency Staff</i>

Brown, Adrienne	Red Clay School District <i>Local Education Agency Staff</i>
Brown, Cindy	Education Associate, IDEA 619/ECAP Exceptional Children Resources <i>Delaware Department of Education</i>
Burgoyne, Lawanda	District School Improvement Specialist Capital School District <i>Local Education Agency Staff</i>
Campbell, Susan	Part C Assistant Coordinator Social Service Administrator Birth to Three Early Intervention System Part C <i>State Agencies/Stakeholder Groups</i>
Carey, Audrey	Director of Early Learning Indian River School District <i>Local Education Agency Staff</i>
Carroll, Donna	District Coach for MTSS Brandywine School District <i>Local Education Agency Staff</i>
Celestin, Sarah	Director of Special Education Services Red Clay School District <i>Local Education Agency Staff</i>
Clarke, Dawn	RtI Coordinator Christina School District <i>Local Education Agency Staff</i>
Comegys, James	Director of Secondary Schools Colonial School District <i>Local Education Agency Staff</i>
Conway, Beth	Building Administrator Milton Elementary School, Cape Henlopen School District <i>Local Education Agency Staff</i>
Cooper, Jon	Director, Student Services Colonial School District <i>Local Education Agency Staff</i>
Corbett, Jessilene	Supervisor of Instruction for Secondary Education Caesar Rodney School District <i>Local Education Agency Staff</i>
Cosden, Kristin	Developmental Disabilities Council <i>State Agencies/Stakeholder Groups</i>

Davis, Jennifer	Education Associate Student Services and Special Populations <i>Delaware Department of Education</i>
DeGreggoriis, Eileen	English/Language Learners Smyrna School District <i>Local Education Agency Staff</i>
Dick, James	Director of Curriculum Lake Forest School District <i>Local Education Agency Staff</i>
Donaldson, Rachel	Transition Cadre Milford School District <i>Local Education Agency Staff</i>
Doolittle, Bill	GACEC/Parent Red Clay School District <i>Families</i>
Dorman, Kelly	Director of Elementary Curriculum Indian River School District <i>Local Education Agency Staff</i>
Dowell, Marcia	Transition Cadre Caesar Rodney School District <i>Local Education Agency Staff</i>
Durodoye, Raifu	Title I <i>Delaware Department of Education</i>
Eller, Karen	GACEC/Teacher Christina School District <i>State Agencies/Stakeholder Groups</i>
Evans, Catherine	Kindergarten Teacher/NextGen Lead Science Teacher Smyrna School District <i>Local Education Agency Staff</i>
Everett, Darisa	Assistant Principal Caesar Rodney School District <i>Local Education Agency Staff</i>
Filiou, Evanthia	Assistant Principal Lake Forest School District <i>Local Education Agency Staff</i>
Fulton-Archer, Lynn	Education Associate World Language Immersion <i>Delaware Department of Education</i>

Gillespie, Terri	School Psychologist Woodbridge School District <i>Local Education Agency Staff</i>
Garrett, Brent	External Evaluator Garrett Consulting
Gladfelter, Ned	Building Administrator H.O. Brittingham Elementary School, Cape Henlopen School District <i>Local Education Agency Staff</i>
Gleason, Caitlin	Education Associate Office of Early Learning <i>Delaware Department of Education</i>
Green, Dorrell	Director Office of Innovation and Improvement <i>Delaware Department of Education</i>
Gutowski, Katie	ELA/ELL Specialist Colonial School District <i>Local Education Agency Staff</i>
Haberstroh, Susan	Director School Support Services <i>Delaware Department of Education</i>
Hall, Donna	Director of Curriculum and Instruction Woodbridge School District <i>Local Education Agency Staff</i>
Holt, Kelly	Principal Smyrna School District <i>Local Education Agency Staff</i>
Hooten, Eula	Special Education/Title I Kuumba Academy Charter School <i>Local Education Agency Staff</i>
Hudson, Tracy	Coordinator University of Delaware <i>State Agencies/Stakeholder Groups</i>
Huebner, Melody	Math Specialist Indian River School District <i>State Agencies/Stakeholder Groups</i>
Jackson, Michelle	Education Associate: Special Populations Office of Assessment <i>Delaware Department of Education</i>

Kashner, Sarah	District Compliance Specialist Red Clay School District <i>Local Education Agency Staff</i>
Kelly, Kathy	Education Associate/ Language Arts/Literacy & eLearning Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Kettle-Rivera, Laurie	Interim Director Statewide Programs for the Deaf, Hard of Hearing & Deaf-Blind <i>State Agencies/Stakeholder Groups</i>
Koester, Jennifer	Data Manager Office of Accountability and Data Management <i>Local Education Agency Staff</i>
Kosmalski, Rick	Parent Developmental Disabilities Council <i>Families</i>
Krzanowski, Kimberly	Director Office of Early Learning <i>Delaware Department of Education</i>
Lancour, Crystal	Supervisor of Math Curriculum and Instruction Colonial School District <i>Local Education Agency Staff</i>
Lawler, Teri	School Psychologist Red Clay School District <i>Local Education Agency Staff</i>
Lawson, Lisa	Director , Special Education and Student Supports Brandywine School District <i>State Agencies/Stakeholder Groups</i>
Lewis, Michael	PBS Cadre Caesar Rodney School District <i>Local Education Agency Staff</i>
Locuniak, Maria	Education Associate, Procedural Safeguards Exceptional Children Resources <i>Delaware Department of Education</i>
Madden, Mikki	Secondary PLC Specialist Woodbridge School District <i>Local Education Agency Staff</i>
Madrid, Daniel	Director/Division for the Visually Impaired <i>State Agencies/Stakeholder Groups</i>

Manges, Laura	Director, Special Education Milford School District <i>Local Education Agency Staff</i>
Marshall, Nicole	Education Associate/Secondary Math Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Matusevich, Dale	Education Associate/Secondary Transition Exceptional Children Resources <i>Delaware Department of Education</i>
Maxwell, Bernardette	Supervisor of Special Programs Lake Forest School District <i>State Agencies/Stakeholder Groups</i>
Mayhew, Marcia	Supervisor of Student Services Smyrna School District <i>State Agencies/Stakeholder Groups</i>
Mazza, Barbara	Director of Special Education Division of Services for Children, Youth, and Their Families <i>Local Education Agency Staff</i>
McFan, Oribel	Teacher Capital School District <i>State Agencies/Stakeholder Groups</i>
Mieczkowski, Mary Ann	Director Exceptional Children Resources <i>Delaware Department of Education</i>
Moore, Brian	Education Associate School Support Services <i>Delaware Department of Education</i>
Mouser, Mary Kate	Delaware Early Childhood Council <i>State Agencies/Stakeholder Groups</i>
Neugebauer, Tracy	Education Associate, IDEA Implementation Exceptional Children Resources <i>Delaware Department of Education</i>
Nichols, Pam	Early Childhood Capital School District <i>Local Education Agency Staff</i>
Noll, Shana	Instruction Specialist MOY Charter School <i>Local Education Agency Staff</i>

Norris, Mary	Community Member Advocate of Students with Disabilities <i>Other</i>
Osika, Lindsay	Literacy Coach Capital School District <i>State Agencies/Stakeholder Groups</i>
Parsons, Janice	Education Associate, General Supervision/ IDEA Exceptional Children Resources <i>Delaware Department of Education</i>
Paxson, Maria	Education Associate Title III & Migratory Students <i>Delaware Department of Education</i>
Roberts, Niki	Instructional Coach University of Delaware <i>State Agencies/Stakeholder Groups</i>
Rodriguez, Michael	Associate Secretary Student Support <i>Delaware Department of Education</i>
	Director K-12 Initiatives & Educator Engagement <i>Delaware Department of Education</i>
Rush, Teresa	Reading Specialist Polytech School District <i>Local Education Agency Staff</i>
Saylor, Michael	Education Associate Educator Effectiveness <i>Delaware Department of Education</i>
Scannell, Jill	Administrator Newark Charter School <i>Local Education Agency Staff</i>
Schreiber, Cathy	Literacy Specialist Capital School District <i>Local Education Agency Staff</i>
Siegel, Kim	Office of the Attorney General <i>State Agencies/Stakeholder Groups</i>
Smith, Linda	Education Associate, Unique Alternatives & Instructional Behavior Support Exceptional Children Resources <i>Delaware Department of Education</i>

Strauss, Wendy	Governor's Advisory Council for Exceptional Citizens <i>State Agencies/Stakeholder Groups</i>
Surratte, Meedra	Executive Director Parent Information Center <i>State Agencies/Stakeholder Groups</i>
Thomas-El, Salome	Head of School Thomas Edison Charter School <i>Local Education Agency Staff</i>
Thompson, Verna	Community Member Advocate of Early Learners <i>Other</i>
Till, Cecilia	School Psychologist Colonial School District <i>Local Education Agency Staff</i>
Travers, Leroy	Head of School Campus Community Charter School <i>Local Education Agency Staff</i>
Tsatsaronis, Christina	Instructional Coach Christina School District <i>State Agencies/Stakeholder Groups</i>
Villa, Terri	Director of Instruction New Castle County Vo-Tech School District <i>Local Education Agency Staff</i>
Vohrer, Susan	Education Associate/Elementary Math Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Waples, Belinda	Community Member Advocate of Students with Disabilities <i>Other</i>
Ward, Kelsie	Special Education Coordinator/Rtl Coordinator Campus Community Charter School <i>State Agencies/Stakeholder Groups</i>
Weir, Pamela	Part C Assistant Coordinator Social Service Administrator Birth to Three Early Intervention System Part C <i>State Agencies/Stakeholder Groups</i>
Whelan, Katelyn	Assistant Principal East Side Charter School <i>State Agencies/Stakeholder Groups</i>

Williams, Michael	Principal Indian River School District <i>Local Education Agency Staff</i>
Yates, Elizabeth	Assistant Principal Thomas Edison Charter School <i>Local Education Agency Staff</i>

Appendix I

MTSS Advisory Council Evaluation Data



Delaware Department of Education/Exceptional Children Resources
MTSS Advisory Council Meeting
March 19, 2018

Twenty-five participants attended the March 19, 2018 MTSS Advisory Council Meeting. Of the 25, 14 (56%) responded to the online evaluation survey.

Participants will develop a common understanding of:

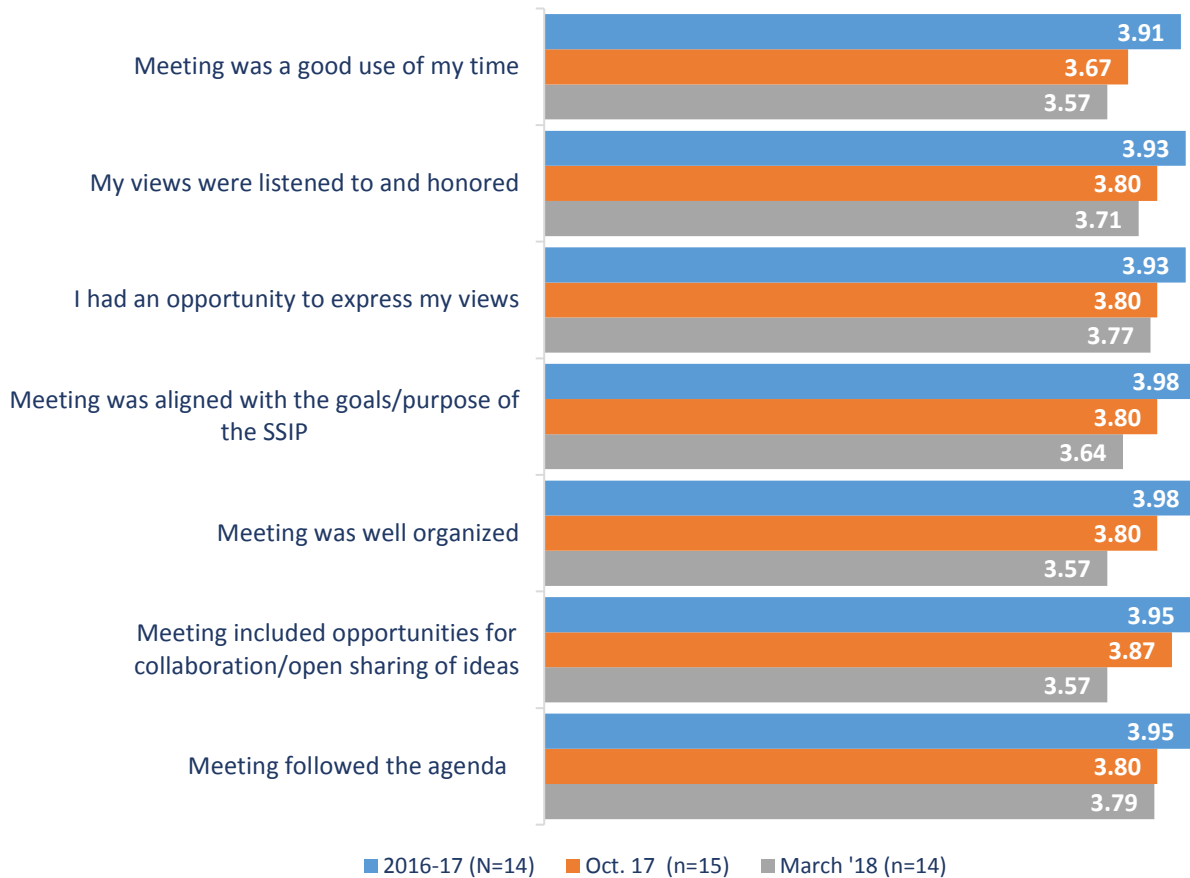
- Status of SSIP/SPDG activities and data collected and used for federal reporting

Participants provided input into:

- Developing a graphic to explain MTSS to LEAs and schools
- Developing strategies for communicating about MTSS to LEA staff
- Developing strategies for communicating about MTSS to families

Advisory Council Members's Meeting Feedback

(1=Strongly Disagree, 4 = Strongly Agree)



Qualitative Feedback

Respondents' Affiliation:

- Department of Education Staff - 7
- Local Education Agency/Charter School Staff - 6
- Other – 1

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

- Group work time (4)
- The work groups provided time to dig into the "roll-out" and implementation of MTSS. Thoughtful, strategic, and systematic plans will lead to greater success for supporting students!
- Small group collaboration but the background information was also helpful.
- Discussing options during small groups
- Having time to work in groups and actually accomplish tasks.
- Updates and small group work.
- Planning for future re-branding opportunities.
- Collaboration in the small groups was excellent. The data overview was helpful.
- All

What could be done better to improve future SSIP meetings?

- The presentations could have been a little shorter to allow for more workgroup time. I might prioritize summarizing next steps at the end of the brainstorm time with extra time in the agenda.
- Spend less time on background and more time on accomplishing the work.
- Food.
- Interweave the report out on projects within a MTSS lens.
- Having work group time earlier to allow for more time in share out would be helpful.
- We need to review what the other groups worked on and review that information specifically and provide suggestions on this work.
- NA (2)



Delaware Department of Education/Exceptional Children Resources
MTSS Advisory Council Meeting
May 24, 2018

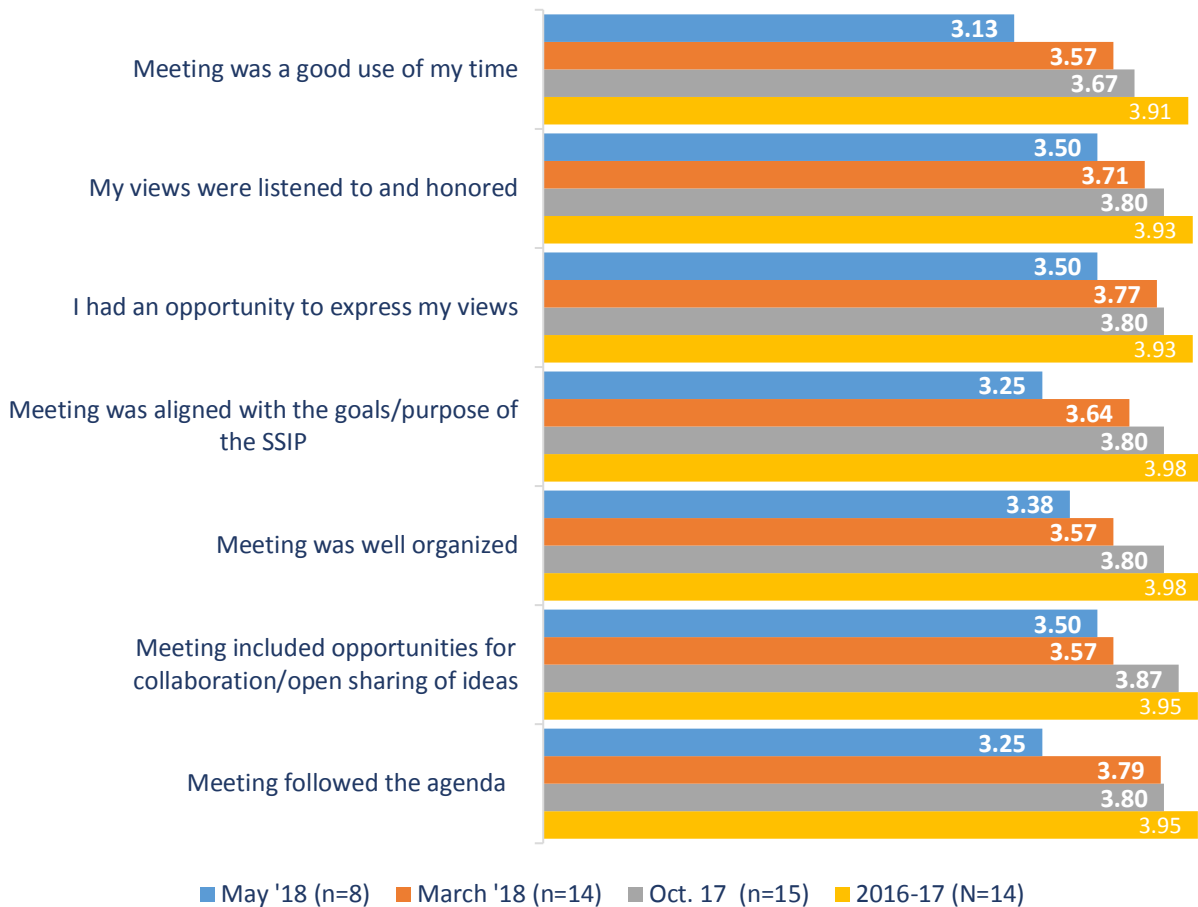
Ten participants attended the May 24, 2018 MTSS Advisory Council Meeting. Of the 10 participants, eight (80%) responded to the online evaluation survey.

Participants provided input into:

- Developing a graphic to explain MTSS to LEAs and schools.
- Developing strategies for communicating about MTSS to schools.

Advisory Council Members's Meeting Feedback

(1=Strongly Disagree, 4 = Strongly Agree)



Qualitative Feedback

Respondents' Affiliation:

- Department of Education Staff - 5
- Local Education Agency/Charter School Staff - 2
- Community Member – 1

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

- Discussing how to make sure school staff and families understood the definition of MTSS and how that would look in a school setting.
- In such a small group it was great to be able to be a part of all the subgroups and provide input in all areas. We were able to accomplish a lot in a short amount of time.
- Hearing ideas and thoughts from the various stakeholders.
- Time for group work.

What could be done better to improve future SSIP meetings?

- Vary the times of the meetings - it was difficult to drive down from Wilmington after a work day to be there in the evening.
- Nothing really. Meetings are well planned and adjustments are made as necessary.
- More off-site work or collaboration time via Schoology or another platform to help with more participation either before or remotely during meetings.
- Continue small group work in future meetings.

What topics would you like to see addressed at next year's MTSS Advisory Council meetings?

- Progress of schools participating in the 1st year.
- Communication strategies for all stakeholders. Implementation of MTSS in the interim- what does this look like while LEAs are waiting for guidance documents, revised regulations, and specifics?
- PBIS-- begin talking more about the cross between RTI/PBIS within the MTSS model.
- Continued updates on SPDG goals.



Delaware Department of Education/Exceptional Children Resources
MTSS Advisory Council Meeting
November 14, 2018

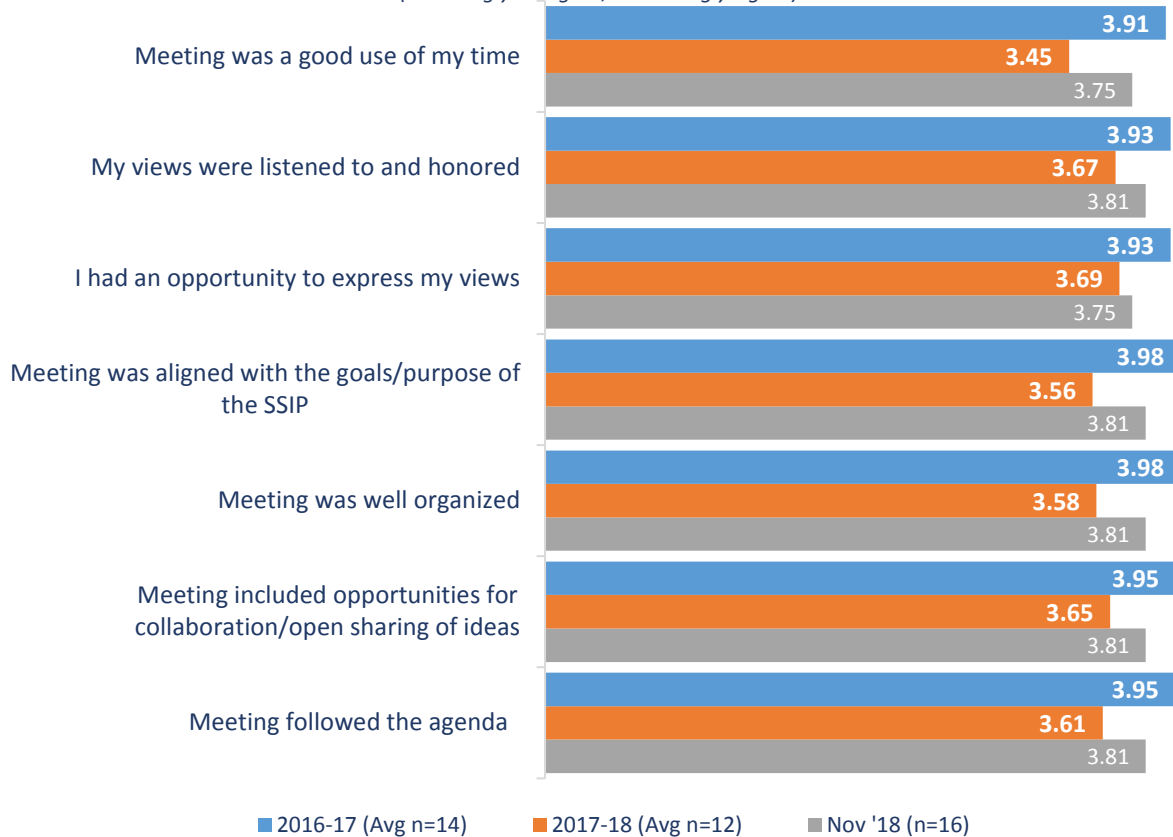
Twenty-one (21) participants attended the November 14, 2018 MTSS Advisory Council Meeting. Of the 21 participants, 16 (76%) responded to the online evaluation survey.

Expectations for participants included:

- Increased knowledge and understanding regarding Multi-Tiered Systems of Academic Supports
- Provide feedback to assist the Department with communication regarding MTSS and early literacy to LEAs, families, and other stakeholders.

Advisory Council Members's Meeting Feedback

(1=Strongly Disagree, 4 = Strongly Agree)



Qualitative Feedback

Respondents' Affiliation:

- Department of Education Staff - 5
- Local Education Agency/Charter School Staff - 5
- Community Member – 3
- State Agency/Stakeholder Group – 2
- Other - 1

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

Little Vikings Preschool Panel

- Report back from a program receiving coaching with DELI and their outcomes and experiences with coaching.
- Panel sharing actual implementation and outcomes of work with DELI. Very impressive.
- Hearing the success of the preschool program at Cape.
- Positive reports from Little Vikings
- Hearing from Little Vikings staff.
- Little Vikings presentation.
- Early literacy panel.
- Panel.

Miscellaneous

- Collaboration with others, thinking about MTSS barriers and elements in place.
- Great meeting! Thanks for always helping to bring us together to collaborate.
- Look forward to continued participation.
- Background on SPDG, DELI, and MTSS.
- All aspects, especially the panel.
- Family engagement.

What could be done better to improve future SSIP meetings?

Communication

- It would be great to create a video highlighting the work being done in the Little Vikings program, with interviews (with teachers, parents, students, coaches) and in the classroom highlights.
- Do you have or could you put a link on DOE website describing work of this group in schools.
- Develop a communication plan for MTSS/DELI.

Integrating MTSS Academics and Behavior

- DOE - Background work to integrate MTSS A & B - sign up Smith and Debby Boyer.
- Include MTSS - Behavior.

More Information on SPDG/SSIP/MTSS

- (1) How are we rolling out MTSS? Professional development? Coaching? The process model of rolling out MTSS. (2) Information on the Cohort? (3) Timeline/progress of Goal 1 and Goal 2.
- I would like to know where we are with the recommendations from the RTI Guiding Coalition.

Next Steps

- Can there be a specific goal for next steps included in the Advisory meetings.
- Plan of action.

Miscellaneous

- Maybe rotate between face to face and GoToMeetings.
- Understanding role of participants.

Appendix J

DE SSIP Evaluation Plan

DE State Systematic Improvement Plan (SSIP) Project-Level Evaluation Plan

Evaluation Questions	Audience (Who are data collected from?)	Instrument (How are data collected?)	Timeline (When are data collected?)	Data Analysis (How will data be analyzed?)	Person(s) Responsible	Who are results communicated to?	How are results reported?
1. To what degree was Implementation Science used to lead to change at the DDOE, SEAs, and LEAs?							
2. Was the professional learning on culturally competent literacy instruction & sensitivity to the needs of students & families delivered effectively and impact instruction?	<ul style="list-style-type: none"> • DDOE staff • LEA & school administrators 	<ul style="list-style-type: none"> • Evaluations of training & coaching • Collection of developed products 		<ul style="list-style-type: none"> • Tracking of activities, communication, meetings, etc. 		<ul style="list-style-type: none"> • Project Management 	
3. Were partnerships developed & did communication occur among DDOE staff, parent agencies, LEA administrators, & teachers to support the use of early literacy/literacy strategies by families?	<ul style="list-style-type: none"> • Teachers/staff • Literacy Specialists • Family Groups <ul style="list-style-type: none"> ○ DE Parent Information Center (PIC) 	<ul style="list-style-type: none"> • Surveys/Interviews/ focus groups <ul style="list-style-type: none"> ○ DDOE personnel ○ LEA personnel ○ Partners ○ Families 	<ul style="list-style-type: none"> • Formative data (i.e., training & coaching evaluation data, surveys, fidelity data) <ul style="list-style-type: none"> ○ Ongoing 	<ul style="list-style-type: none"> • Root Cause Analyses • Frequency analyses 	<ul style="list-style-type: none"> • Evaluator • Vendor • DDOE staff • LEA Staff • Partner organizations • Families & students 	<ul style="list-style-type: none"> • SSIP Core Team & Advisory Council • DDOE Leadership • LEA & school administrators & staff • PTI, GACEC, PTA, Parent Councils • OSEP • Public 	<ul style="list-style-type: none"> • Formative reports (i.e., training evaluations)
4. Was the PL to support implementation of literacy instruction in the Early Literacy Foundations & Common Core Standards effective in impacting teachers' knowledge and skills & student achievement?	<ul style="list-style-type: none"> ○ Governor's Advisory Council on Exceptional Citizens (GACEC) ○ DE PTA ○ Parent Councils ○ Other local groups 	<ul style="list-style-type: none"> • Fidelity tools/ Observations • Impacted LEA staff • Outcome data <ul style="list-style-type: none"> ○ Formative assessment data (ie, STARS, DIBELS) ○ Progress monitoring data ○ DCAS Measure B ○ SBAC & alternate assessment data (disaggregated by SWD, scales within categories, etc.) 	<ul style="list-style-type: none"> • Summative data (i.e., student & school-level data, end of year survey data) <ul style="list-style-type: none"> ○ Beginning & end of each school year 	<ul style="list-style-type: none"> • Descriptive analyses (i.e. means, medians, standard deviations) • Growth analyses (i.e., HLM) • Qualitative analyses • Document reviews • Tracking of activities 		<ul style="list-style-type: none"> • Semi-annual & annual report • InfoGraphics (one-page report summaries) • DDOE communication channels 	
5. Did the PL on diagnostic processes & alignment with instructional strategies impact teacher skills & student achievement?	<ul style="list-style-type: none"> • Families • Students 						
6. Did participants' expectations for the performance of SWD increase?	<ul style="list-style-type: none"> • 						
7. Was high quality data & data-based decision making used to support implementation?							
8. Did the information from the root cause analyses impact reading achievement, & allow for the allocation of differentiated supports & resources as appropriate?							

Appendix K

DE SSIP Data Collection Guide

**DELAWARE SPDG/SSIP
DATA COLLECTION GUIDE
2018-2019**

DELAWARE SPDG/SSIP DATA COLLECTION GUIDE

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SPDG Goal 2 Logic Model

Inputs	Objectives	Outputs	Short-Term Impacts	Intermediate Impacts	Long-Term Impacts
<ul style="list-style-type: none"> • DOE <ul style="list-style-type: none"> ○ Exceptional Children Resources (ECR) ○ K-12 Initiatives/ Curriculum/Instruction ○ Title 1 ○ Office of Early Learning ○ World Language/ELL ○ Policy & External Affairs ○ Assessment & Data Management ○ State Board of Education ○ SSIP Core Team & Advisory Council • Vendor • PIC, GACEC, PTA, Parent Councils • School Level Implementation Team <ul style="list-style-type: none"> ○ Administrators ○ Teachers (across content areas) ○ Literacy specialist ○ Families/students ○ District personnel • Literacy Cadre • Preschool/Early Learning programs • Early literacy collaborative • Community agencies • External evaluators • Technology 	<p>2.1: To identify, select, and support 18 schools in the development and implementation of MTSS.</p> <p>2.2: To increase the knowledge of school staff implementing MTSS through multiple training strategies.</p> <p>2.3: To develop and sustain the use of MTSS practices by school staff through multiple coaching strategies.</p> <p>2.4: To determine and disseminate indicators and best practices of MTSS evaluation and data systems.</p> <p>2.5: To increase the capacity of school administrators to support and sustain MTSS practices and professional learning in their schools.</p>	<ul style="list-style-type: none"> • Amount of <ul style="list-style-type: none"> ○ Training ○ Coaching ○ Observing, feedback • School Implementation Teams developed • Initiative plans & materials reflect the use of: <ul style="list-style-type: none"> ○ Implementation science. ○ Cultural competence ○ Family involvement ○ Learning Forward standards • Literacy materials developed • Evaluation instruments <ul style="list-style-type: none"> ○ Progress monitoring ○ Fidelity tool ○ School, & family surveys, interviews, & focus groups 	<ul style="list-style-type: none"> • 80% of teachers, staff, families, & other partners are more knowledgeable about: <ul style="list-style-type: none"> ○ Culturally competent literacy instruction ○ High expectations for SWD ○ Components of reading ○ Use of diagnostic processes ○ Early Literacy instruction ○ Common Core Standards ○ Using data to inform instruction ○ Family literacy strategies • There is a problem-solving process in place in the schools. • Increased parent participation in literacy events & awareness of higher expectations. • School staff are knowledgeable of root cause analyses strategies. • Progress monitoring data are collected regularly. • Greater use of data for instruction & decision-making. 	<ul style="list-style-type: none"> • Increased rigor and expectations for students with disabilities by teachers, families, and students themselves. • School staff implement CCS and Early Literacy practices with fidelity. • 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. 	<ul style="list-style-type: none"> • 3rd grade students' scores on statewide reading assessment improve. (SMIR) • Higher percentage of students with disabilities score in proficient range. • Reduction in the number of students referred for special education. • Coaching capacity in all content areas increased. • Systems are in place at the school level to sustain partnerships with families • Increased parent involvement.

<ul style="list-style-type: none">• Diagnostic tools, books, & materials aligned with the five components of reading.				<ul style="list-style-type: none">• Parents incorporate literacy strategies with their children at home.	
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DE SPDG/SSIP EVALUATION FORMS

PROJECT MANAGEMENT

FORM	DUE DATE	PROCESS
<p>Site Participant Form—List of participating district and school personnel, including the contact person for district/school, coach, list of participating staff, and roles for each participating staff.</p>	<p>Annually, by November 1st and updated by March 1st</p>	<p>The Site Participant Form is completed by DELI coaches for their respective districts and schools each year. Record the individuals implementing SPDG initiatives and their role. Coaches submit this information to Garrett Consulting, LLC.</p>
<p>DELI Coaching Tracker—An online tool for DELI coaches to enter information about training, meetings, coaching, and other site activities.</p>	<p>On-going, the last day of each month</p>	<p>Coaches and SPDG staff enter SPDG professional learning activities (training, meetings, coaching, data, etc.) into the DELI Coaching Tracker.</p>

PROFESSIONAL LEARNING

FORM	DUE DATE	PROCESS
<p>Training Evaluation—Survey completed to gauge the degree to which the training objectives were met, adult learning principles were used, participant satisfaction with training, and learning measures before and after training.</p>	<p>On-going</p>	<p>Any SPDG training event needs a training evaluation form.</p> <p>The person responsible for the training should contact the evaluators at least five days prior to the training. An agenda and/or a list of objectives is needed to develop the evaluation form. The evaluators will create the evaluation form, either online or paper-and-pencil. For paper-and-pencil surveys, the trainer copies the evaluation and administer the survey either before and at the end of the training, or at the end of the training. The evaluators will provide guidance as to when to administer the surveys.</p> <p>If the survey asks participants rate their knowledge before and after the training, please note with participants that the “After” is first and the “Before” is second.</p> <p>Completed surveys and a sign-in sheet should be sent to Garrett Consulting, LLC.</p>
<p>Observation of High-Quality Professional Development Checklist (HQPD Checklist)—A fidelity tool for evaluating the fidelity and quality of training.</p>	<p>On-going</p>	<p>Using the HQPD Checklist, the DDOE SPDG Project Directors will observe trainers once a year, or when delivering a new training. After each observation, the observer will share the results of the HQPD Checklist and provide feedback.</p> <p>Directions for completing the form are found on the HQPD Checklist.</p> <p>Completed Checklists should be sent to Garrett Consulting, LLC following observations.</p>
<p>Coaching Observation Checklist—A fidelity tool for evaluating the quality of coaching.</p> <p>(http://www.researchcollaboration.org/page/coaching-observation-checklist)</p>	<p>On-going</p>	<p>Using the Coaching Observation Checklist, DDOE and AIR leadership staff will observe each coach once each school year, provided coaching is conducted with fidelity. For instances when coaching is not at fidelity, an action plan and follow-up observation will be scheduled. After each observation, the results are provided, along with feedback to the coaches.</p> <p>Completed observations should be sent to Garrett Consulting, LLC following the observation.</p>
<p>DE SPDG/SSIP Participating Personnel Survey (PPS) - An online survey to provide feedback on (1) participant satisfaction and the usefulness, quality, and relevance of training, coaching, and other SPDG activities and (2) participant rating of their relevant knowledge and skills, school literacy climate, and expectations for students. This includes families, as well as school personnel.</p>	<p>Baseline at initial training</p> <p>Annually, in April/May</p>	<p>The baseline survey will be administered at the start of the initial training. The baseline survey only includes questions about participants’ literacy knowledge and skills, school literacy climate, and expectations for students.</p> <p>In late spring each year, the evaluators will send individuals who have participated in SPDG activities (school, district, and state staff, parents, etc.) a follow-up survey with a link to the online PPS (PPS). Participants who have not completed the survey will receive one reminder message.</p>

IMPLEMENTATION

FORM	DUE DATE	PROCESS
<p>MTSS and Early Literacy Implementation Rubric and Needs Assessment Interview —A rubric for monitoring school-level fidelity of MTSS implementation. It is accompanied by a worksheet with guiding questions for a school’s leadership team.</p>	<p>Baseline completed within two months of initial contact with schools.</p> <p>Follow-up administration at the end of the final year of work with a school.</p>	<p>DELI coaches will facilitate the collection of fidelity data with School Implementation Teams, once during a school’s first year and once near the end of the school’s involvement in the project.</p> <p>The Needs Assessment Interview will be used to gather initial fidelity data, prior to the completion of the MTSS and Early Literacy Implementation Rubric. Together, the team and coach determine the extent of the implementation of project activities. The DELI coach will then use the findings from the Needs Assessment Interview to complete the MTSS and Early Literacy Implementation Rubric.</p> <p>Scores for each school will be submitted to Garrett Consulting, LLC.</p>
<p>MTSS for Early Literacy Survey</p>	<p>Administered in the spring of the first year, of participation in the project.</p>	<p>Each spring, an online survey based on the MTSS and Early Literacy Implementation Rubric will be administered to the School Implementation Team, with the results reported on the MTSS and Early Literacy Implementation Rubric</p> <p>This survey will be completed in the spring of a school’s first year of participation in the project. They will provide a pulse check for School Implementation Teams. The surveys are to be completed through Survey Monkey.</p>
<p>Recognizing Effective Special Education Teachers (RESET) Rubrics</p>	<p>Fall and spring each year</p>	<p>DELI coaches will use these rubrics to conduct observations of at least half of the participating teachers’ reading instruction twice each year. The same teachers will be observed in the fall and the spring. Coaches will choose the appropriate rubric depending on the focus of coaching at that school and will coordinate with the teacher to ensure that the observed lesson matches the focus of the rubric that is used.</p> <p>Completed rubrics are to be submitted to Garrett Consulting, LLC.</p>

OUTCOME DATA

FORM	DUE DATE	PROCESS
<p>Universal Screening Data-- Standardized assessment to show student progress in reading/ELA for all students.</p>	<p>After each screening administration</p>	<p>Schools collect universal screening data for all students three times a year.</p> <p>DELI coaches will work with school administrators to gather screening data results. Screening data should be disaggregated by students with IEPs, ELs, and grade level.</p> <p>Screening data are to be shared with Garrett Consulting, LLC, although all names and student identification numbers are to be removed prior to sharing.</p>
<p>Progress Monitoring Data—Evidence-based assessment to monitor student progress on tiered instruction.</p>	<p>January 1st and June 1st</p>	<p>Participating schools collect on-going, evidence-based progress monitoring data for students needing additional supports.</p> <p>At each participating school, DELI coaches will identify teachers to support in their use of progress monitoring. Two time periods will be identified each year in which progress monitoring data will be collected and reported.</p> <p>Data will be shared with Garrett Consulting, LLC, although all names and student identification numbers will be removed prior to sharing.</p>
<p>Smarter Balanced Assessment Consortium (SBAC) Data—State assessment administered annually to students.</p>	<p>Each fall, when SBAC data are released</p>	<p>The DDOE SPDG/SSIP Project Director will access third grade SBAC results for students with IEPs in participating schools.</p> <p>Data will be shared with Garrett Consulting, LLC s, although all names and student identification numbers will be removed prior to sharing.</p>
<p>Tiered Data</p>	<p>May</p>	<p>The percentage of students at each tier will be collected at the beginning and end of each year.</p> <p>Data will be shared with Garrett Consulting, LLC.</p>

KEY PERFORMANCE MEASURES

Program Measures

50% of the district- and school-level MTSS infrastructure framework evidence-based professional development components will score a 3 or 4 in Year 2, 70% in Year 3, and 80% in Years 4 and 5.

After two years of implementation, 80% of participating districts will implement an MTSS framework with fidelity.

After two years of implementation, 80% of participating schools will implement MTSS with fidelity.

By year 3, 60% of SPDG MTSS funds are used for activities designed to sustain the implementation of MTSS initiatives.

Goal 1 Project Measures

By the end of the project, nine LEAs have been selected and have implemented MTSS.

Annually, on the Delaware SPDG Participating Personnel Survey, 80% of district-level participating personnel report training was high-quality, relevant, and useful.

Annually, on the Delaware SPDG Participating Personnel Survey, 80% of participating personnel report the training increased their knowledge to support MTSS implementation.

Annually, on the Delaware Participating Personnel Survey, 80% of participating coaching recipients report the coaching enhanced their knowledge of MTSS.

Annually, on the Delaware Participating Personnel Survey, 80% of participating coaching recipients report the coaching enhanced their skills to support MTSS implementation.

Each year, professional development (training & coaching) is implemented with 90% fidelity.

Annually, on the Delaware Participating Personnel Survey, 80% of district personnel report they are more confident to support schools to use data (i.e., progress monitoring and benchmarking data) to inform instruction.

Annually, on the Delaware Participating Personnel Survey, 80% of participating district staff report they have greater capacity to support and sustain MTSS practices.

Goal 2 Project Measures

By the end of the project, 18 schools have been selected and have implemented MTSS.

Annually, on the Delaware SPDG Participating Personnel Survey, 80% of school-level participating personnel report training was high-quality, relevant, and useful.

Annually, on the Delaware SPDG Participating Personnel Survey, 80% of school-level participating personnel report the training increased their skills to support MTSS implementation.

Annually, on the Participating Personnel Survey, 80% of participating school-level coaching recipients report the coaching enhanced their knowledge of MTSS.

Annually, on the Participating Personnel Survey, 80% of participating school-level coaching recipients report the coaching enhanced their skills to support MTSS implementation.

Annually, on the Participating Personnel Survey, 80% of school personnel report they are more confident to use data (i.e., progress monitoring and benchmarking data) to inform instruction.

Each year, professional development (training & coaching) is implemented with 90% fidelity.

Annually, through the administrator interviews, 80% of participating school administrators report they have greater capacity to support and sustain MTSS practices.

Annually, through the administrator interviews, 80% of participating school administrators report they have greater capacity to support and sustain early literacy practices.

DATA COLLECTION TIMELINE

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Site Participant Form					X					X		
DELI Coaching Tracker	X	X	X	X	X	X	X	X	X	X	X	X
Training Evaluation Form	As needed											
High-Quality Professional Development Checklist	As needed											
Coaching Observation Checklist				X								
Baseline Participant Survey	Within two months of initial SIT meeting											
Participating Personnel Survey											X	
MTSS and Early Literacy Implementation Rubric and Needs Assessment - Baseline	Within two months of initial SIT meeting											
MTSS and Early Literacy Implementation Rubric and Needs Assessment – Annual Review											X	
MTSS for Early Literacy Survey				X						X		
Recognizing Effective Special Education Teachers (RESET) Rubrics				X						X		
Universal Screening Data				X				X				X
Progress Monitoring Data							X					X
Smarter Balanced Assessment Consortium (SBAC) Data			X									
Tiered Data	I don't know the frequency of reporting these data?											

DELI School-based Evaluations 2018 – 2019

	Needs Assessment (October – November 2018)	Classroom Observations (Fall 2018 and Spring 2019)	Literacy Institute / Workshop (Teacher Knowledge, Satisfaction)	MTSS for Early Literacy Survey (May – June 2019)	End of Year Survey
Milton		X		X	X
H.O.B.		X		X	X
Thomas Edison		X		X	X
Rehoboth		X		X	X
Shields		X		X	X
Love Creek	X	X		X	X
Little Vikings	X	X	X	X	X
Gateway	X	X	X	X	X
Antonia Alonzo	X	X	X		X
Indian River Tier II	X	X	X		X
Indian River Tier III	X	X	X		X

Appendix L

DE SSIP Data Collection Guide for Schools

Delaware Early Literacy Initiative (DELI) Evaluation Processes

Purpose

The purpose of all evaluation activities is to assess the quality and impact of DELI professional learning. To do so, we must collect data from school personnel and students in participating schools. Personally identifiable information will not be used in any reporting. Data gathered will not inform or contribute to the school or school personnel's evaluation.

Training and Coaching Evaluation Tools

Training Evaluation Form — Training participants will be asked to rate their satisfaction with the training, how much they learned at the training, and the degree to which the training objectives were met and adult learning principles were used.

Training and Coaching Observation Checklists – DELI coaches will be observed by project staff to ensure the quality of coaching and training. At some point each year, a second coach will observe the primary coach to ensure fidelity to the coaching model and to provide formative feedback to the peer coach.

Satisfaction and Impact Surveys

Site Participant Form — The DELI coach and school personnel will work together to maintain a roster of participating school personnel (and their roles). This roster should include the contact person for the school, School Implementation Team (SIT) members, and all staff who received DELI coaching or training, including staff who participate in a Professional Learning Community with the DELI coach.

DELI Participating Personnel Survey (PPS) – Staff participating in the initiative will receive an online survey to gather feedback on the usefulness, quality, and relevance of training, coaching, and other DELI activities, as well as their overall satisfaction with these activities. This survey will be administered in late February or early March each year.

Implementation Data

MTSS and Early Literacy Implementation Rubric and Needs Assessment— The SIT will work with the DELI coach to complete a needs assessment to inform coaching and training activities and provide a baseline measure of MTSS implementation. The baseline measure will be completed shortly after the start of professional learning and a follow-up will be conducted near the end of the project.

MTSS and Early Literacy Survey - Each spring, an online survey will be administered to the SIT, assessing the fidelity of MTSS and early literacy implementation.

Literacy Coaching Collaboration Tool – To ensure that the DELI coaching is impacting classroom practices, coaches will use this tool to conduct observations and provide feedback to teachers. The same teachers will be observed in the fall and the spring to inform DELI coaching.

Student Outcome Data

Universal Screening Data-- School administrators will report fall, winter, and spring screening data results for participating classrooms/grades. Data must include an indicator for the subgroups of students with disabilities and English learner (EL).

Progress Monitoring Data – The DELI coach and SIT will identify teachers to support in their use of progress monitoring. Teachers and/or school leadership will report progress monitoring data twice per year.

Smarter Balanced Assessment Consortium (SBAC) Data—DDOE staff will access third grade SBAC results for students with IEPs, ELs, and all students in participating schools.

Tiered Data – School administrators will report the number/percentage of students moving across and within tiers of intervention.

Data Collection Schedule

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Site Participant Form			X					X		
Training Evaluation Form	As needed									
High-Quality Professional Development Checklist	As needed									
Coaching Observation Checklist	As needed									
Baseline Participant Survey	Within two months of initial SIT meeting									
Participating Personnel Survey							X			
MTSS and Early Literacy Implementation Rubric and Needs Assessment - Baseline	Within two months of initial SIT meeting									
MTSS and Early Literacy Survey									X	
Literacy Coaching Collaboration Tool		X						X		
Universal Screening Data		X				X				X
Progress Monitoring Data					X					X
Smarter Balanced Assessment Consortium (SBAC) Data	X									
Tiered Data	As needed									

Appendix M

Administrator Impact Report

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

**Delaware Early Literacy Initiative
Administrator Interviews
Evaluation Report**

Produced By:
Brent Garrett
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August 31, 2018

Delaware Early Literacy Initiative Administrator Interview Report

Introduction

To assess the impact of the professional development provided by the Delaware Early Literacy Initiative (DELI), 11 administrators from seven schools in one school district and one charter school were interviewed by the DELI external evaluator in July 2018. At three of the seven schools, there will be new administrators in fall 2018. The three new administrators participated in the interviews as well as the outgoing administrators, although their input was limited. These administrators stated that participating in the interviews was helpful for them in learning more about DELI. At the participating school district, a new literacy curriculum was introduced in 2017-18. The use of the American Reading Company (ARC) Core curriculum impacted the DELI professional development, forcing DELI coaches to find areas to support teachers outside of the curriculum being used across schools.

Below are the seven questions asked during the interviews and a summary of the responses from each question. Following each summary, the specific responses are bulleted for each question.

1. How confident do you feel in your capacity to support ongoing implementation of early literacy instruction and/or MTSS? What additional supports do you need to support your teachers' reading instruction?

Overall, the administrators who were interviewed felt confident in their capacity to support early literacy instruction. As stated above, some of the administrators interviewed were new to their position. They stated they needed more information about DELI, but they thought they would be capable of supporting ongoing literacy instruction. The administrators thought the DELI coaches were also building the capacity of the teachers they worked with to provide quality literacy instruction.

- We used our DELI coach to work with three new teachers. Observed and debriefed. That was a great model for us, with the new ARC curriculum, it was so new to our building. To have a coach try to support the new curriculum was difficult. Our coach focused on small and whole group discussion. Thinking about the purpose of the lesson and did the teacher meet the purpose. She will continue to work with our lesson studies.
- Our DELI coach made all the difference. She was wonderful. She was a wealth of knowledge and would send resources. I feel more confident to support literacy instruction now. Having her support what we are already doing was helpful. It was not something extra.
- Our focus was on special education and English language learner students, primarily Tier 2 support. Our special education and English language learner teachers are weaker. Having the DELI coach to provide the support they needed was helpful. The resources our DELI coach provided were very helpful.
- I feel confident that I can support literacy instruction, but I need to learn more about the initiative.
- I was not part of the initiative last year. The previous principal managed the work. I feel confident that we will support the initiative.

- We just started at the pre-school this year. We entered at a different level than the other schools. We also have different curriculum than K-3. We are trying to implement new strategies. We had a slow start, then got on a roll. We got our group together and proposed to the district to get the ARC curriculum. DELI definitely stimulated an excitement around literacy. I feel that I am absolutely able to support ongoing literacy instruction.
- School capacity is there. We have a reading specialist who is involved. We initially had a larger team, then we adopted the ARC Core curriculum. At that point, there was not a good match with DELI, due to the core curriculum. We had to revisit with DDOE staff about how to utilize the resources. We have what we need in place to support ongoing early literacy efforts. We need help with differentiation, with the curriculum, and how to merge the DELI supports.
- We used the DELI coach to support some teachers. They are struggling to work with students in small groups, to be able to differentiate instruction.

2. How confident do you feel that your school district has the capacity to support ongoing implementation of early literacy instruction and/or MTSS? What additional support would be helpful?

Only the administrators who had worked directly with DELI were able to address this question. The new administrators discussed previously did not have sufficient knowledge of the interaction between DELI and their school district. Those who responded to this question felt their school district was well positioned to support ongoing implementation of early literacy instruction. They also felt that their district had already implemented MTSS sufficiently and needed less support for those efforts. The respondents stressed the importance of their adoption of the ARC curriculum and how that positively impacted their early literacy instruction. DELI's coaching of Tier 2 supports and the literacy strategies provided were mentioned as important supports that assisted their early literacy implementation.

- Our DELI work focused more on Tier 2 and lesson studies. This aligns with our district efforts. We're looking at data more. This is making us more responsible. It's built into our improvement process. A lot of the MTSS work was already here, it's now more polished and refined.
- Our district is in a good position with this. The district brought on an additional person to work on curriculum. That is very positive. ARC has also been phenomenal with professional development to support the curriculum.
- The district has made a commitment to the importance of early literacy. Get "early" in place to help other grades. Having different coaching, between ARC and DELI has been helpful. The DELI coach provided more instructional strategies. The district supports that.
- It was lacking, but now we have a good curriculum. We also have new literacy strategies to implement. The strategies demonstrated by DELI were not off-the-wall ideas. They were good ideas we should have been doing already.

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

Responses were mixed due to the experience of the school literacy coach and their receptiveness to working with the DELI coach. At one school, the literacy coach was very receptive and appreciative of the coaching received. That coach mentioned a number of areas where they were impacted by the coaching, including improved use of formative assessments and progress monitoring. The other administrators used their DELI coach to work with a small group of teachers needing additional supports, while their school coach focused on the implementation of the new literacy curriculum. They felt that their literacy coaches were already strong and did not need additional supports from the DELI coach.

- I appreciate the DELI support to mentor me. The DELI coach has been personally beneficial to me. This year, in particular, we made a lot of gains. We established the basics in the first year. This year, with a new coach coming in with a different set of eyes, has helped us to streamline the data collection tools we use. We were able to start benchmark testing and progress monitoring this year. We did experiment with some different forms and protocols that I will tweak for next year. This year, we switched the formative assessment we use for K-3. Progress monitoring was used to identify the bottom 10% of students. All teachers were progress monitoring. Next year, we will make some more changes. Teachers enjoyed the progress monitoring piece. We progress monitored students every other week. The teachers really liked it. They valued the data they were getting. They were able to see growth or slippage. I held PLC meetings to review these data. Our first year, we learned a lot and got a lot of valuable data. The teachers that are coming back know what to expect. The assessment itself was a challenge to learn, but once we learned it, we were fine.
- We worked on a data folder with our DELI coach that included documents for teachers to use to collect evidence, data, parent contacts, and classroom observation data to support student needs. Our referrals have decreased.
- Our PLC supported the change from RTI to MTSS. Change is going well.
- Our reading specialist (who has retired) was very strong. Our coach and the DELI coach were married in philosophy. She was already so good, it was not a big impact. The coaching provided support in areas that were weaker. The DELI coaching gave more reason to put pressure on staff who needed support.
- I'm not sure. I didn't sit in on any of those meetings. Knowing our reading specialist, she was open and accepting to DELI ideas. She shared what she learned with other teachers. She was reinforcing ideas from DELI and ARC.
- We put together a School Implementation Team (SIT) for DELI. The SIT worked with the DELI coach, which enhanced our awareness of early literacy practices. We took what we learned and shared through our PLC.
- Our reading specialist was new to the district and to the ARC Core curriculum. She focused more on ARC. We used our DELI coach to support a brand-new kindergarten and special education teacher. We are looking at involving the reading specialist more with the DELI coach next year.

- We also used our reading specialist to focus on the ARC Core curriculum and the DELI coach to support a small number of teachers. One of our teachers did not feel the need for coaching. We will have a teacher going to a new grade level who will work with the DELI coach next year.

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

Overall, the administrators interviewed stated that their DELI coaches did not focus on cultural competence. The administrators felt their schools were doing a good job with cultural competence. One district is in the process of becoming a Spanish immersion school, which has forced them to focus on cultural competence. One administrator did provide an example of how their DELI coach provided a lesson in Spanish, which they could not fully understand. They felt that this exercise broadened their perceptions of what it is like for students who do not speak English as their first language.

- I think we do a pretty good job of addressing cultural competence. Our student population is pretty homogenous. We have a lot of resources at our school to give to teachers. In one of our initial trainings, cultural competence was briefly addressed. We never felt that was the strongest need for our school. We are introducing a new literacy curriculum which will have a variety of text for students. The books are engaging and span a wide range of issues, with characters from different backgrounds. For new teachers, we might want to provide them more information. They are not getting this in college. I'm used to working with students from diverse backgrounds, but not all of our teachers are.
- I'm going to have some professional development on micro-aggression. Minority students aren't as welcome in our school. There's tension in the building. I feel like that cultural awareness isn't as good as possible. The district is doing the right things, but it needs to go deeper. Cultural competence wasn't a part of what we were doing with our DELI coach. Our emphasis was on the learning targets, focus of lessons, and what was being done. We didn't talk about cultural competence a lot. We're thinking more about high expectations for all students. Hispanic students are more accepted.
- The teachers do the best they can. With Immersion coming in, we are discussing that more, particularly the use of different languages. This was not addressed with DELI.
- Vocabulary instruction – Demonstrated a vocabulary lesson. She did it in Spanish. We felt like a language impaired learner. It was very eye-opening and got our attention. The DELI coaches made an effort to work in this area. The new coach has done a great job.
- Our initial team included our teacher of English Language Learners. When we changed our model to focus on individual teachers, she was no longer included. Cultural competence was not addressed through DELI.
- It was more our English Language Learners' teacher who supported teachers on different strategies, than the DELI coach.

5. 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 five components of reading? What additional supports would be beneficial?

Two administrators stated they had a good system of problem-solving and did not benefit from DELI coaching in this area. Three administrators felt their DELI coach had improved the capacity of the teachers they worked with to improve their use of problem-solving. But, this was done primarily in a one-on-one-situation, with a small number of teachers.

- We do this quite frequently. Teachers are observed once a month, in addition to weekly walk throughs. We are in the classrooms a lot. Our coaching includes a formal debriefing situation and provides an opportunity to talk about how students are responding to instruction. We have an open-door policy that allows teachers to be aware of how their students are doing. They will come to me with questions or concerns. Our ability to problem solve is going well. We have regular data meetings, we group kids based on growth. We brainstorm around kids who struggle in certain areas to come up with possible interventions or techniques to support teachers and students. It works well as our teachers are so open. This crosses all content areas, not just literacy.
- I meet with the other coach in our school to make sure we are on the same page. We collaborate to make decisions around PLCs, data meetings, etc.
- When our coach focuses on the teachers she supports and their lessons, that reinforces what we are doing with the ARC Core curriculum. Purpose, payoff, product. Our DELI coach reinforced the curriculum. Next year, we'll do more with Plan Do Study Act and lesson studies and we will get better. Three to four times a year, everyone has to plan a lesson, identify potential problems, observe teachers, debrief and look at data. It will be more formal this year. They planned initial study lesson in spring. We will implement this in the fall. The teachers are excited about this. Our DELI coach will come during a lesson study day and support the debriefing process.
- Yes. The DELI coach focused on "what's the purpose?," helping teachers set-up centers. Why are you doing this? She tried to direct teachers to what the outcome should be by having students do various activities. That helped the teacher. They had to think about how certain centers address the desired goal. When the teachers would plan, they were more thoughtful about the purpose of the activity.
- Our teacher supported by the DELI coach taught science and social studies, but the DELI coach introduced literacy into her lessons. The DELI coach supported the teacher to see how the scoring rubric she used supported literacy instruction. The DELI coach forced the teacher to identify the purpose of the lesson.

6. How satisfied are you with the early literacy and/or MTSS training/coaching you received this past year? What could be done better?

Overall, the administrators interviewed were satisfied with the DELI coaching they received. Statements included that the DELI coaches "kept us on the right track" and "she would ask us what we need and how she could support us." Concurrently, some administrators felt it would be helpful if the

DELI coaches were more upfront about what they needed to do and provided more opportunities for teachers to interact with the DELI coach earlier in the year. One theme that emerged from this question was how the DELI coach tailored their activities to what the school wanted. While the schools supported this, consideration must be given to how this meets or does not meet the goals of the DELI initiative.

- I really liked meeting with our DELI coach once a month. It helped to keep us on the right track. I understand that this year there will be less face-to-face contacts. I feel that the virtual support will be okay. She was our “accountability” partner. I appreciate that she came with an agenda (developed collaboratively). Sometimes we veered from the agenda, but that was what was needed for where we were at. Our coach was a good facilitator, and let the SIT have conversations and make decisions on our own. Sometimes, I would like someone to just tell me what I should do. A little more “hard and fast” information. I want her opinion more so we are not floundering. Our last meeting was the best meeting, it tied together everything we did all year. We made some important decisions. Once a month coaching was “just right.” That gave us time to play with around the ideas that were presented.
- Sustainability – I think that will be a shift. We’re getting a new ELA curriculum, with Tier 2 interventions provided. I feel good that the students will get their regular core instruction, plus more individualized instruction every day. What would help us as a team, will be to focus on Tier 3 interventions. Looking at the resources we currently have, but more direction related to EBP TIER 3 interventions. Teachers would appreciate more guidance on Tier 3.
- Our coach was good. She would ask what we needed. How I can support you? She allowed us to make it our own. She blended in and connected with teachers well. The disgruntled teachers from last year went to a different school. The refocus of DELI was helpful. The initial training was poor as they did not know their audience. The teachers could not learn from that. This year, our coach worked with specific teachers and met their needs. The change in coaches was helpful. The model is better. Coming to our school so that teachers did not have to leave the school was great.
- The training and coaching were good when we were allowed to use it as we needed. Letting us change things up and target teachers who needed it was successful.
- There was a clear differentiation between professional development provided by ARC and DELI coaches. We had more coaching than training. The training did not fit into the required things we had to do with getting ARC off the ground. The DELI coach supported the ARC training, as well as, providing strategies for students reading below grade level. The DELI coach was responsive to our various needs. We ended the year at our PLC, where teachers brought a challenge they had during the year, with the DELI coach providing feedback. It would have been helpful to have this earlier in the year.
- We received both coaching and training. Our coach spent time in every teachers’ classroom and tracked the amount of literacy addressed throughout the day. She pointed out and highlighted activities that were literacy oriented – that the teacher was not necessarily aware of. This helped their buy-in to focus on instruction. We also did whole group reading, which helped students keep focused.

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

The impact of DELI coaching included better use of progress monitoring and benchmarking data, the use of data, improved vocabulary instruction, increased motivation of teachers, and improved literacy instruction. The administrators discussed the importance of having the right coach, who was accepted by teachers. At this time, the administrators felt the DELI coaches were the right coaches. It was also stated how important it is to have an expert from outside of the school to support coaches. Suggestions to improve the coaching included the need to reach more teachers, more use of PLCs, and an annual coaching calendar.

- Because of the new progress monitoring and benchmarking and data collection forms we started using, no child went unnoticed. We have a pulse on how each student is doing. Our conversations are more around kids. We have made gains in checking on all students to see if they are getting what they need and making adequate progress.
- We have improved vocabulary instruction. There is more use of data and work with staff to process and understand data. Our coach was good about reinforcing the need to review the data.
- Finding the right person to go into schools is so important. The new DELI coach brought the experience and skills to work with us. The real-world experience is critical. Very practical.
- The enthusiasm that keeps a focus on literacy instruction for preschool students. The DELI coach sparked a fire under a couple of teachers, who then advocated for the new curriculum.
- The DELI coach brought back the focus on good teaching and instructional strategies. They were things that teachers had done before, but stopped doing. RTI caused more student pull-out, so teachers got away from more structured instruction for struggling learners. It would have been nice to reach more teachers. There is a need for better scheduling of coaching. Could we get an annual calendar for coaching? Virtual coaching will be helpful.
- We have collaborative PLCs once a week. If we could work through this PLC, it would be helpful. That could reach the entire school staff.
- We appreciate having someone to support us. Having someone outside the school is perceived differently than a principal.

Summary

Overall, the administrators interviewed perceived the DELI coaching to be effective and improved literacy instruction in all participating classrooms. One school felt it also supported their ongoing efforts to implement MTSS. The administrators from the initial set of DELI schools appreciated the changes in DELI coaches between the first and second years. They thought the DELI coaches had improved their capacity to support and sustain quality literacy instruction. They felt the DELI coaches did a good job of enhancing their use of problem-solving skills, but, as a general rule, they did not address cultural competence as part of their coaching.

Two themes that emerged from the interviews was the small number of teachers impacted by the DELI initiative and how the professional development was tailored to the needs of the school. While this is commendable on one level, attention must be paid to the goals of DELI and to what degree literacy outcomes for third grade special education students were impacted by the professional development. By meeting the needs of these specific schools, it is not likely the DELI goals will be met.

Appendix N

DELI Participant Survey Report

Delaware Early Literacy Initiative (DELI)

Participant Survey Evaluation Report

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September 7, 2018

Introduction

This report provides a summary of the results for the year-end participants survey for the Delaware Early Literacy Initiative (DELI). In May 2018, the survey was administered to school personnel who participated on school implementation teams (SIT) and/or participated in coaching. The survey was developed through an iterative process by the external evaluator and staff from the American Institutes of Research (AIR) and the Delaware Department of Education (DDOE), to address the outcomes identified through the Delaware State Personnel Development Grant (DE SPDG). This initiative is an aligned effort between DE’s State Systemic Improvement Plan (SSIP) and the DE SPDG. The goal of both the SSIP and the SPDG are to increase literacy outcomes for third grade special students in Delaware.

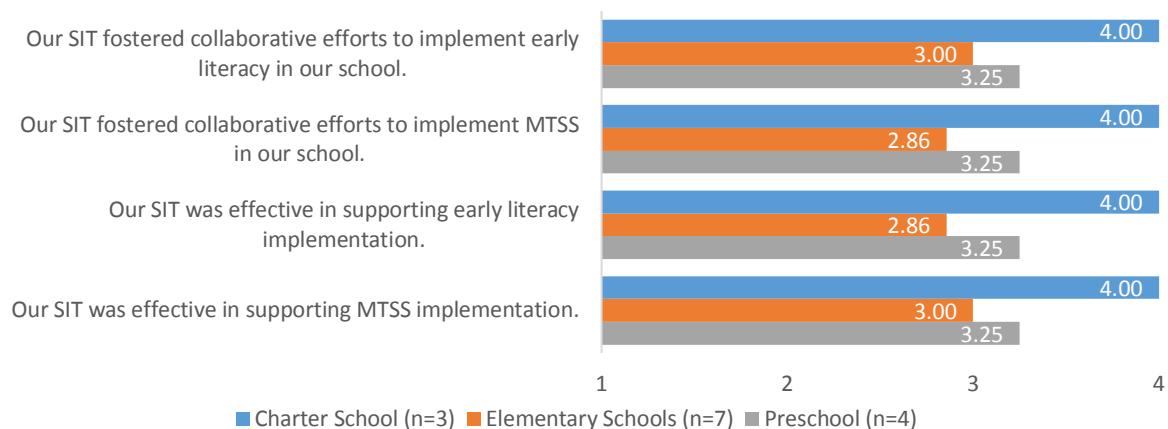
The purpose of the survey was to gather data on DELI participants’ perceptions of their knowledge and skills to implement the early literacy initiative. All data were collected via an electronic survey. The survey was designed to be used as one means of assessing the impact of DELI professional development on participating school personnel. The survey was administered in May 2018 to participants at a charter school, a preschool, and seven elementary schools from the same district. Of the 42 people surveyed, 20 responded for a 48% response rate. The survey and the participants changed from May 2017 to May 2018 so it was not possible to conduct a comparative analysis with responses from last year. The full text of the qualitative comments from the May 2018 survey begins on page 9.

Impact on School Implementation Teams

First, participants were asked to rate the impact of the DELI trainings they had received over the past year. Participants from the charter school rated the impact as consistently high (m=4.00) and those from the preschools reported less of an impact (m=3.25). However, there was no variance across items for either group (see Chart 1). Using a four-point Likert scale, participants from the seven elementary schools perceived much less of an impact than the other two groups. They also indicated the most agreement regarding the degree to which the SIT collaborated to implement early literacy and the degree to which the SIT was effective in implementing MTSS (m=3.00). They provided lower ratings for the impact of the SIT to foster collaborative efforts to implement MTSS in the school and the effectiveness of the SIT in supporting literacy implementation lower (m=2.86).

Chart 1: Impact on School Implementation Teams

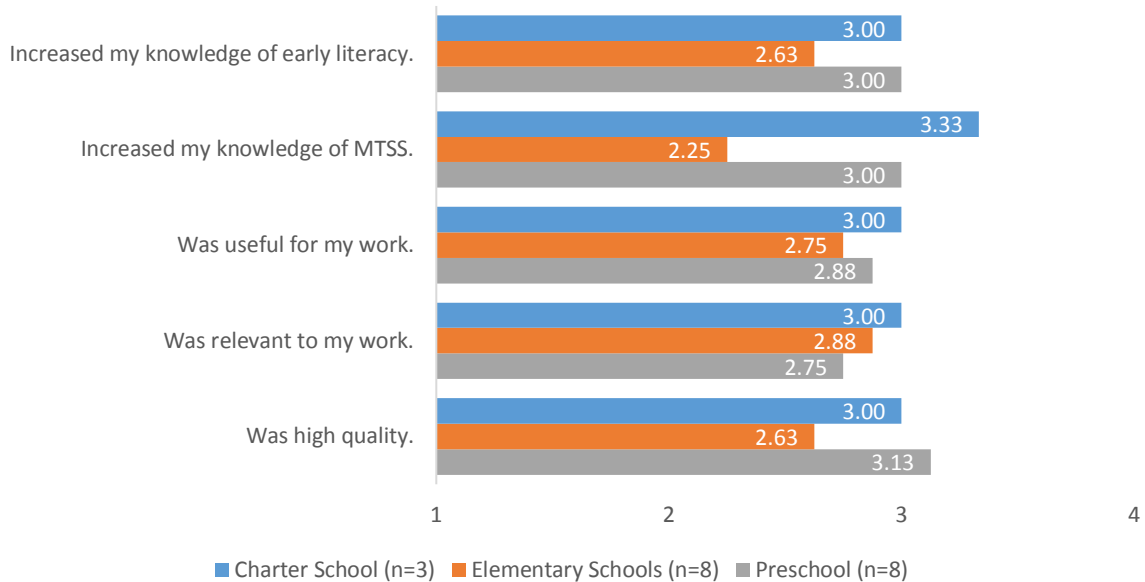
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



Next, participants were asked to rate the quality, relevance, and usefulness of the DELI trainings and coaching they had received over the past year. Again, charter school participants generally found the training to be higher quality, more relevant, and useful, with little variance across items than other participants (see Chart 2). They also rated the trainings to be most helpful in increasing their knowledge of MTSS (m=3.33). Preschool participants found the trainings to be of higher quality than charter school respondents (m=3.13). However, preschool personnel reported the trainings as slightly less useful to their work (m=2.88), less relevant (m=2.75), and less helpful in increasing their knowledge of MTSS (m=3.00). The respondents from the seven elementary schools indicated the training was of lesser quality (m=2.63), less relevant to their work (m=2.75), and less useful (m=2.75). They also indicated less agreement than those from the other two groups that the trainings were helpful in increasing their knowledge of MTSS (m=2.25) and early literacy (m=2.63). As the elementary schools did not focus on MTSS, only early literacy, the MTSS finding is not surprising.

Chart 2: Quality, Relevance, Usefulness, and Impact of DELI Training

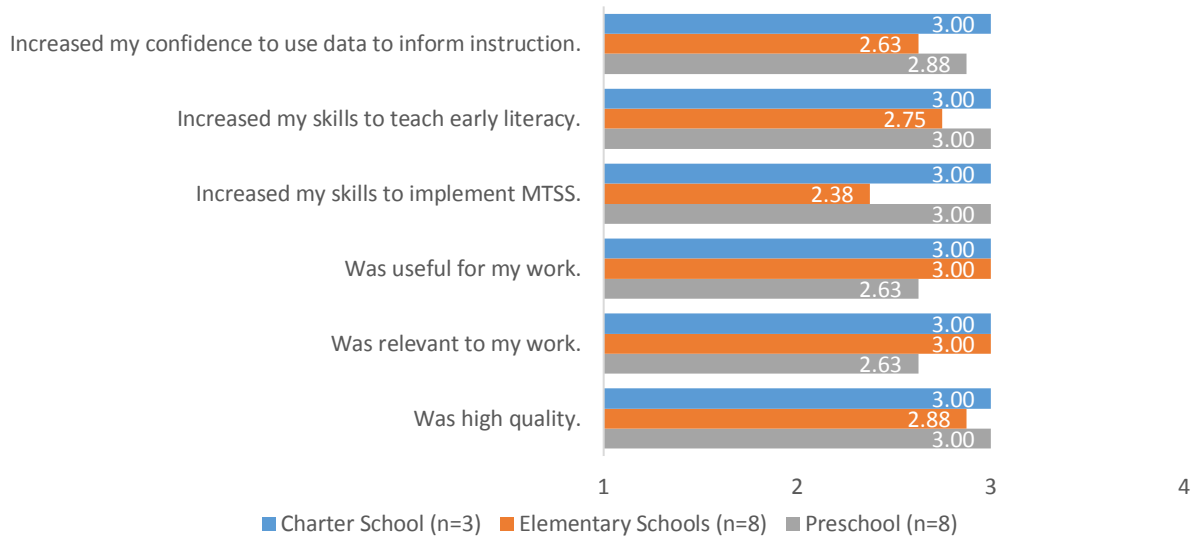
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



Participants were also asked to rate the DELI coaching they received over the past year (see Chart 3 on the next page). Again, charter school participants rated the coaching consistently higher with no variance across items. Preschool participants rated the quality of the coaching, the degree to which coaching increased their confidence to teach early literacy and increased their confidence to implement MTSS (m=3.00) the same as charter school participants. Preschool participants reported less agreement for the items that address the usefulness and relevance of the coaching (m=2.63). They were slightly less confident than charter school participants in using data to inform their instruction (m=2.88). Elementary school respondents indicated the same level of agreement as charter school respondents that the coaching was useful and relevant to their work (m=3.00), but reported less agreement that the coaching was of high quality (m=2.88). They also indicated less agreement than those from the other two groups that the coaching was helpful in increasing their confidence to teach early literacy (m=2.75), use data to inform instruction (m=2.63) and implement MTSS (m=2.38).

Chart 3: Quality, Relevance, Usefulness, and Impact of DELI Coaching

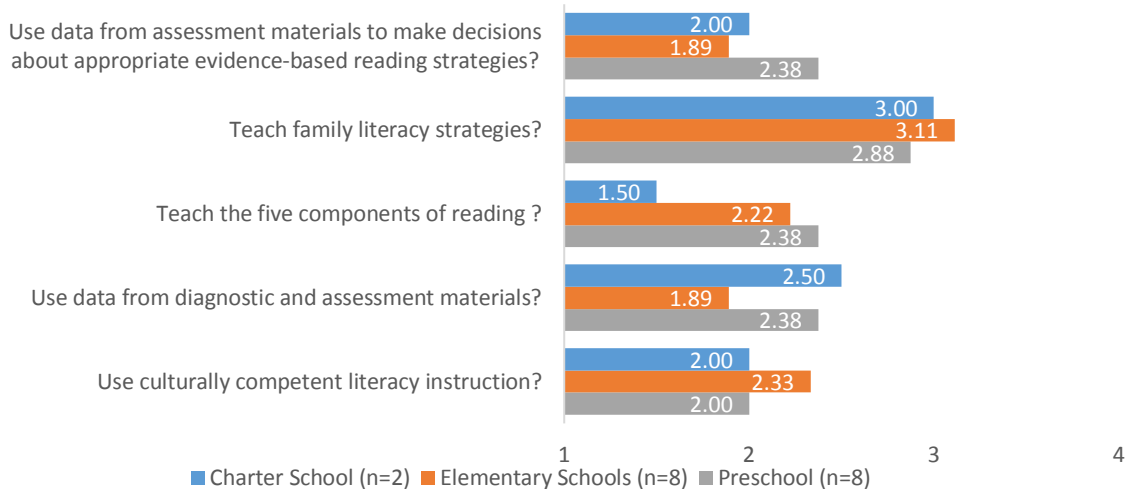
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



The next two sets of questions asked DELI participants to rate their perceptions of their knowledge and skills to implement early literacy initiatives. As shown in Chart 4, participants from the charter school, elementary schools, and the preschool responded they felt most knowledgeable about teaching family literacy strategies. Charter school respondents felt less knowledgeable about using data from diagnostic and assessment materials ($m=2.50$), as did preschool ($m=2.38$), and elementary school respondents ($m=1.89$). Preschool respondents felt more knowledgeable about using data from assessment materials to make decisions about appropriate evidence-based reading strategies ($m=2.38$) than charter school ($m=2.00$) and elementary school respondents ($m=1.89$). Preschool participants also felt most knowledgeable about teaching the five components of reading ($m=2.38$) when compared to the other two groups. Charter and preschool participants felt less knowledgeable about using culturally competent literacy instruction ($m=2.00$) when compared to district participants ($m=2.33$).

Chart 4: Knowledge of Delaware Early Literacy Teachers

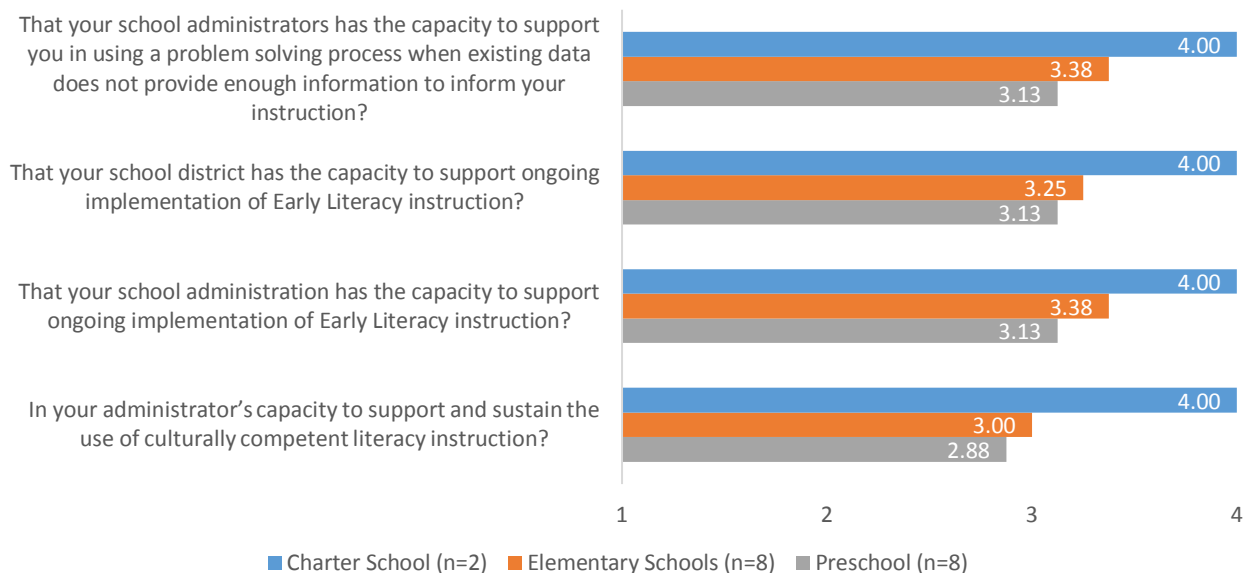
(Scale: 1=Not Knowledgeable, 2=Somewhat Knowledgeable, 3=Knowledgeable, 4=Very Knowledgeable)



The next set of questions on the survey gauged teachers' confidence in the capacity of the school and district administration to effectively support teachers and early literacy instruction (see Chart 5). The two charter school respondents indicated they were very confident in their school administrators, with no variance across items ($m=4.00$). Participants from the seven elementary schools had slightly less confidence. Preschool respondents indicated they were confident in the capacity of their school and district administrators to support and sustain teachers and early literacy instruction, although at a lesser degree than respondents from the charter and elementary schools.

Chart 5: Confidence of Delaware Early Literacy Teachers in Administrative Support

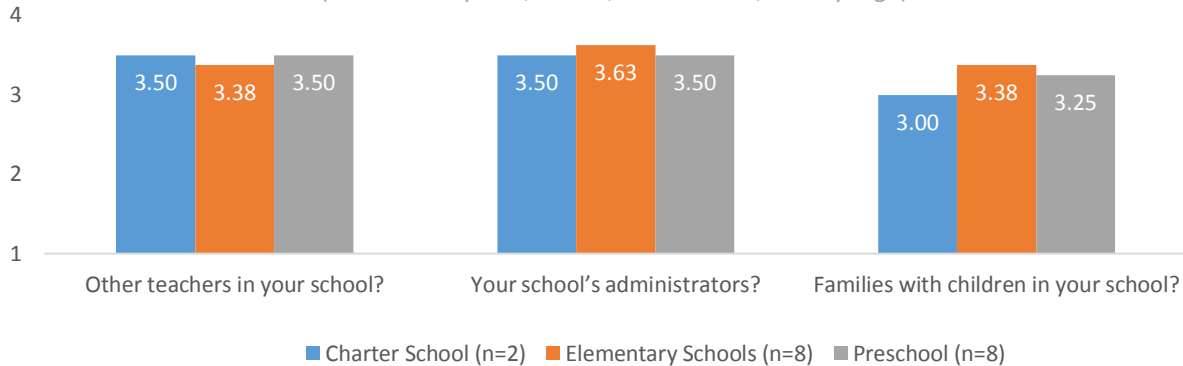
(Scale: 1=Not Confident, 2=Somewhat Confident, 3=Confident, 4=Very Confident)



The final sets of questions asked respondents to rate the perceptions of school personnel and families regarding the school's literacy climate and expectations for students with disabilities (see Chart 6 on the next page). All respondents reported moderate to very high expectations for students with disabilities by other teachers and administrators within their schools. Elementary school respondents reported the highest level of expectations from school administrators ($m=3.63$) and slightly lower expectations from other teachers in the school ($m=3.38$). Charter and preschool respondents reported high expectations from other teachers and administrators in their schools ($m=3.50$). All three groups reported more moderate expectations from families with children in their schools.

Chart 6: Perceptions of Expectations for Students With Disabilities by Delaware Early Literacy Teachers

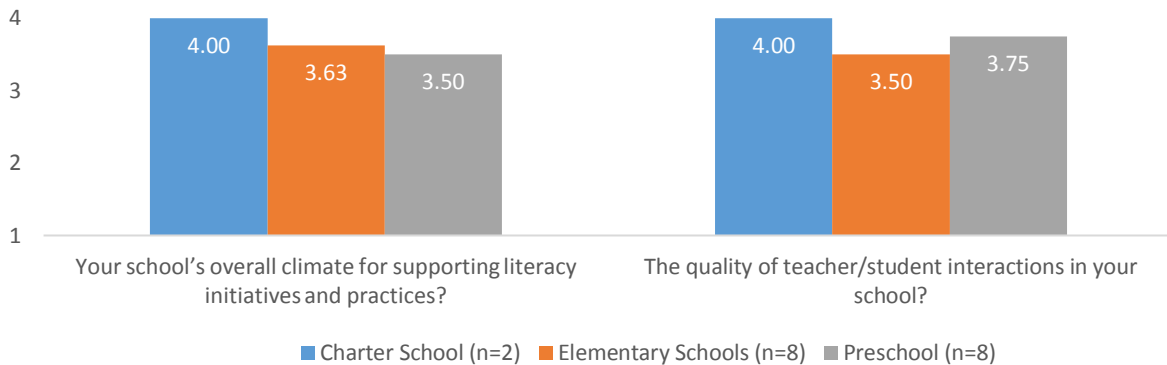
(Scale: 1=Very Low, 2=Low, 3=Moderate, 4=Very High)



In terms of school climate, charter school respondents rated both the climate for supporting literacy initiatives, and practices and the quality of teacher/student interactions as very high ($m=4.00$). Elementary ($m=3.62$) and preschool participants ($m=3.50$) rated the climate as lower. Both the elementary school ($m=3.50$) and preschool respondents ($m=3.75$) rated the quality of teacher interactions lower than charter school respondents.

Chart 7: School Climate Ratings by Delaware Early Literacy Teachers

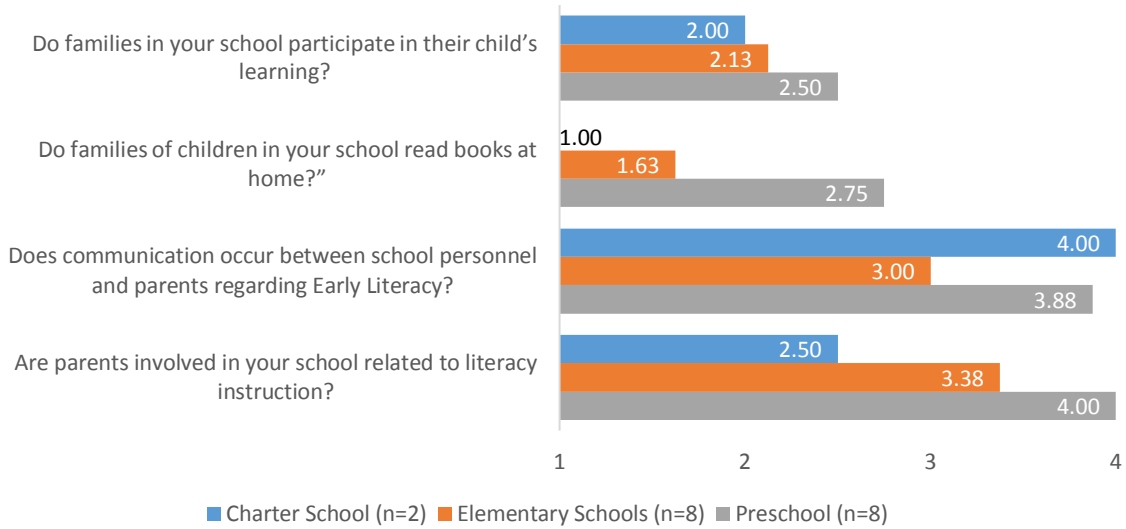
(Scale: 1=Poor, 2=Low, 3=Moderate, 4, Very High)



Participants were also asked to rate the frequency of parent involvement over the past year (see Chart 8 on the next page). Charter school respondents indicated daily communication between school personnel and parents regarding early literacy ($m=4.00$), but stated parents participated far less in their child's learning ($m=2.00$), only monthly, and were far less frequently involved in school related to literacy ($m=1.00$). Preschool respondents reported daily communication with parents regarding early literacy ($m=3.88$) and parental involvement in school related to literacy instruction ($m=4.00$). They also indicated that their children's families read books at home slightly less often than weekly ($m=2.75$). Elementary school participants reported that parents were involved in their child's literacy efforts a little more than weekly ($m=3.38$) and had monthly communication with parents regarding early literacy ($m=3.00$). District respondents reported less frequency in terms of parents' participation in their child's learning ($m=2.13$) and families reading books at home to their children ($m=1.63$).

Chart 8: Frequency of Parent Involvement as Reported by Delaware Early Literacy Teachers

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



Summary

This report provided a summary of the results for the year-end Delaware Early Literacy Initiative (DELI) survey administered in May 2018. Participants were asked to rate the quality and impact of the DELI professional learning they received through the initiative. Respondents from the charter school rated the impact as consistently high and those from preschools rated the impact as less with no variance across items for either group. Elementary school respondents rated the impact to be much less than the other two groups. Charter school participants responding to the survey rated the training and coaching consistently higher, with little to no variance across items. Responses from preschool participants were more varied. They also found the trainings and coaching to be of high quality and helpful in increasing their knowledge and confidence. Overall, participants from the seven elementary schools rated the trainings and coaching lower than the other two groups.

Next, respondents were asked to rate their perceptions of their own knowledge and skills to implement early literacy initiatives. All three groups responded they felt most knowledgeable about teaching family literacy strategies. However, they all felt less knowledgeable about using data from assessment materials to make decisions about appropriate evidence-based reading strategies, using data from diagnostic and assessment materials, teaching the five components of reading, and using culturally competent literacy instruction.

In terms of support, charter school participants reported the most confidence in the capacity of the school and district administrators to support and sustain early literacy instruction. While agreeing they received support to implement and sustain early literacy instruction from administrators and their district, respondents from participating elementary schools and preschool had slightly less confidence.

The final questions addressed expectations of students with disabilities and the school's literacy climate. All respondents indicated moderate to high expectations for students with disabilities from other teachers in the school, school administrators, and families with students in the school. In terms of

school climate, charter school participants rated both the climate for supporting literacy initiatives and practices and the quality of teacher/student interactions as very high. Elementary school and preschool participants rated the climate and the quality of teacher interactions lower than charter school respondents.

Finally, participants described the frequency of parent involvement in early literacy over the past year. Although to different degrees, all respondents indicated frequent communication between school personnel (daily to weekly). Preschool and elementary school participants reported frequent parent involvement in school related to literacy instruction. Charter school respondents reported far less frequent parent involvement in school related to literacy. Preschool participants indicated the highest frequencies of families reading to children at home and family participation in their child's learning, while charter school participants reported the lowest for both of those questions.

DE SPDG Teacher Survey Qualitative Responses

Little Vikings Preschool

Please list one impact that has occurred as a result of your participation in the DE Early Literacy Initiative?

- I feel that my knowledge about different strategies used in reading instruction has grown.
- Asking more inferential questions while reading, and ask assessment questions during reading.
- Vocabulary, giving examples of other words, more "kid friendly."
- Improved overall knowledge of early literacy best practices.
- Significant. I see a purpose for every literacy lesson I teach.
- Strategies for read aloud.

What can be done to improve the professional learning facilitated by the DE Early Literacy Initiative?

- More reading and writing strategies for non-verbal students
- More time in our rooms providing direct instruction and observations.
- More time
- Nothing comes to mind.

Cape Henlopen

Please list one impact that has occurred as a result of your participation in the DE Early Literacy Initiative?

- An activity was mentioned by the DELI coach which I have utilized.
- Helped some of our brand-new teachers implement best practices in literacy.
- Using formative assessments to determine what strategies need to be taught in order for students to grow in the area of literacy.
- Due to changes in core curriculum, our coach was utilized to meet the needs of individual teachers. It was difficult to incorporate this coaching model with the coaching expectations of our curriculum implementation.
- Our coach was very knowledgeable and flexible in meeting the needs of our school/team this year.
- Establishing learning targets.
- We had a great coach who worked specifically with two teachers and improved their instruction.
- The coaching model in which a person comes into the school and meets with PLC groups to share resources has been beneficial. It helped our special education teachers to be more informed of early literacy instruction.

What can be done to improve the professional learning facilitated by the DE Early Literacy Initiative?

- I believe the DELI instruction should be limited to K-3 grade. Teaching in the higher grade level (4-5) of elementary school, I find it demeaning to have someone come in and observe and give feedback, especially when I have been teaching for over 21 years. All of my evaluations have

been above average since I have been a teacher. In my opinion, DELI would be better utilized by having coaches come in for new teachers who have not been in the field for a long period of time.

- With the new district reading curriculum, it was difficult to embed this into the time for PLCs (coaching).
- Continued work with same coach on mutually agreed upon initiatives.
- Continue with the coaching in the school setting (as opposed to doing a training off site).

Thomas Edison Charter

Please list one impact that has occurred as a result of your participation in the DE Early Literacy Initiative?

- I feel more confident providing MTSS instruction, how to use data from AIMSWEB, and how to use that data to drive MTSS instruction.
- MTSS was able to get up and running this year, allowing us to gather progress monitoring data and a schedule that works each day.

What can be done to improve the professional learning facilitated by the DE Early Literacy Initiative?

- Perhaps having more time to collaborate among team members with an outside facilitator.
- More PLCs with a specific focus in regards to literacy/MTSS,

Appendix O

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