



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

**Indicator 17: State Systemic Improvement Plan  
2020 Phase III Report**

**Submitted: April 1, 2020**

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## **Introduction**

This report provides data and analyses on professional learning activities for the 2018-19 school year, as well as activities from July through December 2019. 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. 2020 Summary of Phase III**

#### **A.1: Theory of action or logic model for the SSIP, including the SIMR**

The Delaware 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 (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. They included (1) use of diagnostic and assessment tools to guide learning, (2) infusing cultural competency into all activities, (3) ensuring high expectations for all students, (4) transparent data systems, (5) infusing family involvement in all activities, (6) quality professional learning systems, (7) use of Implementation Science principles, and (8) support for struggling schools.

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 (included in previous Phase III reports). 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 third and fourth 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). DELI is implemented through a cohort model in which each cohort receives three years of professional learning support. Cohort 1 consisted of three schools and began in the 2016-17 schoolyear, while Cohort 2 consisted of four schools and began in the 2017-18 schoolyear. In 2018-19, DELI added a third cohort of four schools, three from one school district and the fourth was a charter school. Cohort 4 started in fall 2019 with one elementary charter school.

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. 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). DELI schools develop an implementation team composed of key school and district staff, including both special education and general education teachers, reading specialists, and building administrators. These teams are supported by a project coach for that building. 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 all cohorts, each school begins their work with DELI by engaging in a needs assessment and action planning process. At the beginning of the 2018-19 school year, the four Cohort 3 schools each conducted a comprehensive needs assessment (using a modified version of the Center for RTI Integrity Rubric and Worksheet) focused on gathering and analyzing data in the following areas: assessments, data-based decision making, multilevel instruction, infrastructure and support mechanisms, and fidelity and evaluation. The needs assessments were facilitated by the AIR coach.

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 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. For each school, AIR coaches completed an action plan template, which reflects these goals and

includes additional details about how the goals are to be accomplished. 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. While the action plans were originally completed in the fall of 2018 for Cohort 3 schools, these plans were revised in fall of 2019 based on the schools' current needs.

**Literacy Institutes.** During this reporting period, eight early literacy workshops for K-3 teachers were held, impacting the four Cohort 3 and one Cohort 4 schools. The workshops were 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 focused on essential elements of MTSS and evidence-based language and literacy instruction within MTSS. During the eight Literacy Institutes conducted during this reporting period, participants engaged in learning related to the core components of MTSS including screening, multi-tiered prevention system, progress monitoring, and data-based decision making. Participants learned about using data to inform instructional decision making for students 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, the use of language supports of English Learners, and increasing the amount of opportunities for students to respond to instruction and receive feedback.

Participants engaged in discussions and activities related to assessment and instruction in MTSS, the building blocks of literacy, and support of struggling learners in core literacy instruction. Participants connected their learning and teaching practice through goal-setting activities and lesson plan analysis during the workshop.

**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.** A state-level MTSS Leadership Team was formed in the 2017-18 school year to lead the implementation of MTSS in the state. The team includes personnel with academic and behavioral expertise, key DDOE leadership personnel, and professional learning partners. The team met seven times during this reporting period. The primary focus of the MTSS Leadership Team over the last year has been on the defining of MTSS and on the alignment between the work of academic and behavior initiatives in the state.

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

#### **MTSS Implementation**

All four schools implemented key elements of MTSS in reading during this reporting period. Each school used a screening process three times per year to identify students at risk for poor reading outcomes. In addition, each school used screening and diagnostic data to inform the development of intervention groups for students identified as needing support in reading. Schools varied in their processes for making data-based decisions, providing reading intervention, and progress monitoring. All school sites used MTSS teams to review student data and make decisions about intervention and instruction. Ratings on the MTSS fidelity of implementation rubric demonstrate that Cohort 3 schools had a moderate degree of MTSS implementation in fall 2018.

#### **Evidence-Based Early Literacy Instruction**

Classroom observations during this reporting period indicate that participating teachers implemented several evidence-based practices for early literacy instruction. The Florida Center for Reading Research (FCRR) Principal Walkthrough Checklists were used to collect data on the implementation of evidence-based early literacy practices. Data collected in fall and winter of 2019-20 indicate that teachers were implementing literacy practices with fidelity. For example, in the Teacher Instruction domain, 66% of second grade teachers observed implemented the practices with fidelity.

#### **Evidence-Based Professional Learning Practices**

The eight Literacy Institutes and follow-up coaching were 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. Survey data from the Literacy Institutes indicate that participants largely felt that their learning needs were met. Similarly, observations of trainers indicate that the elements of high-quality professional development were implemented with fidelity.

### **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 at each of the eight MTSS Leadership Team meeting conducted during this reporting period. 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 facilitated the evaluation discussions, with involvement with AIR and DDOE staff.

More specifically, there is ongoing coordination between the external evaluator 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 Literacy Institutes, pre/post-tests were used for four of the eight DELI Institutes during this reporting period, with two additional Institutes just using a post-test. The amount of time available for Institutes has been shortened from full-day Institutes with Cohort 1, to half-day Institutes or less. As a result, we are transitioning from using pre/post tests for these shorter Institutes. Instead, on the year-end Teacher Impact Survey, we will include a retrospective pre/post-test to gain data on the impact of training on participants' knowledge and skills of the Institutes content. Data on the use of adult learning skills and overall satisfaction are also collected. Open-ended items were used to gain a qualitative perspective on the quality and impact of the Institutes on participants, as well as to gather suggestions for improving the Institutes. The Literacy Institute data are displayed in Section B.1(a). Full evaluation reports and corresponding InfoGraphics were developed and disseminated to key stakeholders.

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 Institutes was implemented with fidelity. The High-Quality Professional Development Training (HQPD)<sup>1</sup> was used to assess training 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.

### **Coaching Evaluation & Fidelity Materials**

The Coaching Observation Checklist<sup>2</sup>, created by University of Kansas researchers will be used to assess the quality and alignment of DELI coaching beginning in fall 2020. Using this tool, DDOE and AIR leadership staff will observe each coach once each school year to determine if coaching is conducted with fidelity. After each observation, the results are shared, along with feedback to the coaches. Coaching is also evaluated through the annual Teacher Impact Survey.

### **Fidelity of Intervention – MTSS Components**

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 3 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 3 schools in fall 2018. Two rounds of data collection have occurred with the three Cohort 3 schools.

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<sup>1</sup> High-Quality Professional Development Training (HQPD). 2015. Noonan, Gaumer-Erickson, Brussow, & Langham, University of Kansas.

<sup>2</sup> <http://www.researchcollaboration.org/page/coaching-observation-checklist>

The results are shared in Section B.1(a). A final administration for Cohort 3 will occur in spring 2020 to determine growth in the fidelity of MTSS implementation.

### **Fidelity of Intervention – Early Literacy**

In 2017-18, the Recognizing Effective Special Education Teachers (RESET) Rubrics were used as the early literacy fidelity tool. The rubrics had a strong evidence based supporting its use, but the rubrics were not sufficiently aligned with the DELI professional learning provided. In fall 2019, AIR staff and the project evaluator transitioned to the use of the Florida Center on Reading Research's (FCRR) Principal Reading Walk through Checklists. The same teachers are observed at multiple times throughout the year.

### **Teacher/Implementation Team Impact Data**

To assess the impact of the professional learning on teachers and School Implementation Teams (SIT), the Teacher Impact Survey (which also addresses the SIT) was developed initially in fall 2016 and administered in May 2017, 2018, and 2019. This survey is based on outcomes identified in the DE SSIP logic model developed in Phase II. Data from the May 2019 Teacher Impact Survey are included in section B.1(a).

### **Student Data**

Third-grade reading results from the Smarter Balanced Assessment Consortium (SBAC) and the Delaware System of Student Assessment (DeSSA) Alternate Assessments were used to measure DE'S SIMR. The 2018-19 assessment results are presented on page 31-33 of this report. Academic screening data for K-3 students have been collected from participating elementary schools (discussed on pages 29-30).

## **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. During the 2018–19 school year, school leadership provided input regarding the topics for each Literacy Institute to make sure they were tailored to the needs of the participants. A new literacy institute was developed based on two IES What Works Clearinghouse Practice Guides (Foorman et al., 2016 and Baker et al., 2014). Last, at one dual language school, there was a need to focus on improving Spanish language literacy instruction, so a coach with expertise in dual language instruction was brought onto the project.

## B. Progress in Implementing the SSIP

### **B. 1 Description of the State’s SSIP implementation progress**

In this section, we provide updates on project timelines and the fidelity of implementation of DE SSIP activities. The data collection timeline is presented in Appendix B. For the current Cohort 3 schools, all activities are meeting project timelines. Most slippage has been related to the recruitment of schools. 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, outputs and outcomes from the SSIP Literacy Institutes and follow-up coaching, and fidelity of implementation data.

#### **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 2017. In fall 2018, a second charter and four elementary schools from a new school district began DELI implementation. Cohort 3 consisted of three elementary schools from the Indian River School District and a charter school. There is one Cohort 4 charter school.

**Table 1: DELI Schools and Districts**

Cohort	School	Cohort	School
<b>Cohort 1</b> Fall 2016	Thomas Edison Charter HOB Elementary (CH) Milton Elementary (CH)	<b>Cohort 2</b> Spring 2017	Rehoboth Elementary (CH) Shields Elementary (CH) Love Creek Elementary (CH) Little Vikings Preschool (CH)
<b>Cohort 3</b> Fall 2018	Academia Antonia Alonso Charter Georgetown Elementary (IR) North Georgetown Elementary (IR) Showell Elementary (IR)	<b>Cohort 4</b> Fall 2019	EastSide Charter School

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

#### **Literacy Institutes**

Table 2 (on the next page) lists when each cohort’s Literacy Institutes were held. During this reporting period, five schools participated in DELI training. At some Institutes, two sessions were held to minimize the burden on the schools having multiple teachers out of the building at one time. Participants included administrators, literacy coaches, and general and special education teachers. On average, there were 32 participants at each Institute.

**Table 2: DELI Literacy Institute Schedule**

Cohort 1	Cohort 2	Cohort 3	Cohort 4
2016-17	Spring 2017	2018-19	
2018-19	2018-19	2019-20	2019-20

Three sets of training data were collected to assess the impact of each Literacy Institute. Initially, we used a pre/post assessment, developed by AIR staff and reviewed by the external evaluator, that was administered prior to, and after each Institute. As discussed below, now we are using a retrospective pre/post survey on the year-end Teacher Impact Survey. Second, the post-assessment also includes 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, a sample of Institutes were observed by DDOE or AIR staff to insure the fidelity of training with the stated objectives and processes.

### **Cohort 3 and 4 Institute Evaluation Results**

#### **1. Change in Knowledge of Early Literacy**

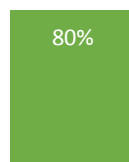
Pre/post-tests were used for four of the eight DELI Institutes during this reporting period, with two additional Institutes just using a post-test. The amount of time available for Institutes has been shortened from full-day Institutes with Cohort 1, to half-day Institutes or less. As a result, we are transitioning from using pre/post tests for these shorter Institutes. Instead, on the year-end Teacher Impact Survey, we will include a retrospective pre/post-test to gain data on the impact of training on participants' knowledge and skills of the Institutes' content.

Chart 1 displays the results for the four Institutes that used a pre/post-test. On average, scores increased by 38%, from 43% at pre-test to 71% at post-test. For the two Institutes that only used a post-test, the average score was 80% (Chart 2). The content of these Institutes varied, as did the pre/post-tests so care must be taken interpreting these results.

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

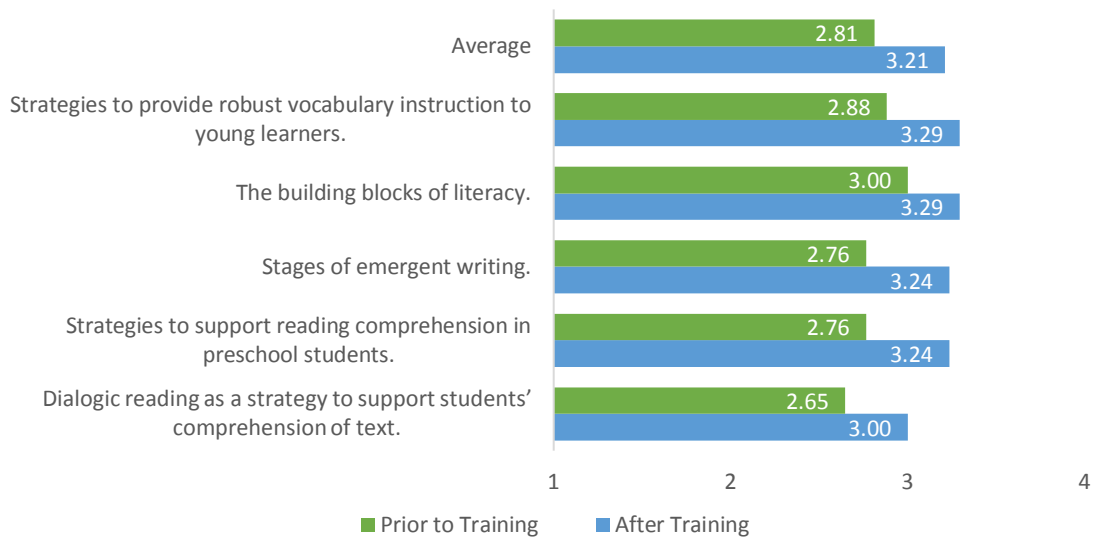


**Chart 2: Percentage of Correct Items on Post Knowledge Assessment**



To gather data on the impact of the Institutes on the knowledge of the training topics from staff at the one participating preschool, on the May 2019 Teacher Impact Survey, we used retrospective pre/post items (see Chart 3 on the next page). Teachers perceived growth in their knowledge from prior to the 2018-19 Institutes to afterwards. Teachers felt more knowledgeable of each item after the training series, with slightly lower rating for dialogic reading to support students' comprehension of text. The most change from prior to after the Institutes was perceived to be (1) strategies to support reading comprehension in preschool students and (2) stages of emergent writing.

**Chart 3: Pre-School Teachers' Pre/Post Perceptions of Training Content Knowledge (Scale: 1 = No Knowledge, 2 = Little Knowledge, 3 = Knowledgeable, 4 = Very Knowledgeable)**



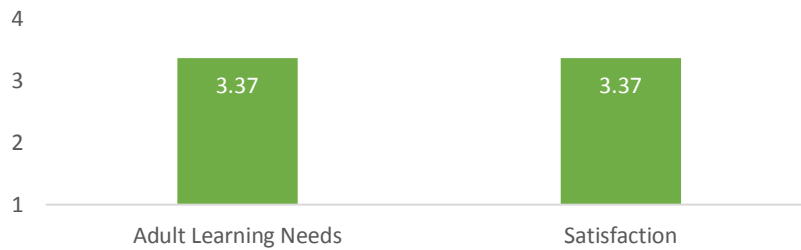
## 2. Use of Adult Learning Strategies

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. They were also asked to rate their agreement with the statements below.

- Increased knowledge of the topics presented.
- Learned about practices that will be used in their work.
- Overall, I was satisfied with the training.

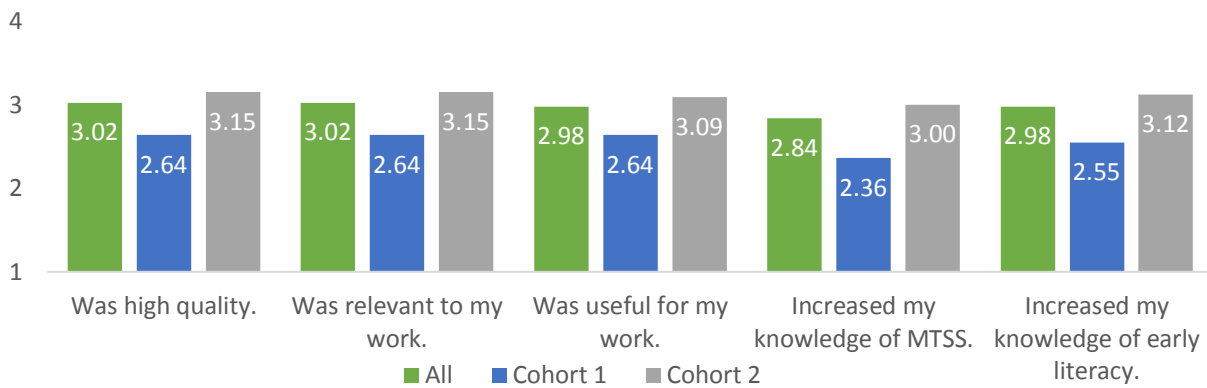
Generally, all participants “Agreed” that their learning styles were met, they were knowledgeable of the topics and practices addressed, and they were satisfied with the Institutes (Chart 4 on the next page). Although the average results for the two items in Chart 4 are identical, the results varied from training to training.

**Chart 4: Adult Learning Needs and Satisfaction Results**  
 (Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



The May 2019 Teacher Impact Survey was administered to all Cohort 1 and 2 participants who participated in professional learning during the 2018-19 school year. Due to an error in survey development and administration, Cohort 3 participants were not asked this question on the Teacher Impact Survey. Of the 135 educators identified as receiving DELI professional learning in 2018-19, 45 (33%) responded to the survey. On average, DELI teachers generally agreed that the Institutes were high quality, relevant, useful, and increased their knowledge of MTSS and early literacy (Chart 5). However, Cohort 2 respondents were in greater agreement regarding these outcomes than those in Cohort 1.

**Chart 5: Literacy Institute Outcomes for Cohorts 1 and 2**  
 (Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)



## **Fidelity of Implementation**

Below, we describe the first two rounds of data collection for our MTSS fidelity instruments and the transition to a new literacy fidelity tool, with baseline data. The fidelity instruments also served as needs assessments, which were the foundation for the action plans developed after the completion of the fidelity instruments.

### **Fidelity of Implementation - MTSS**

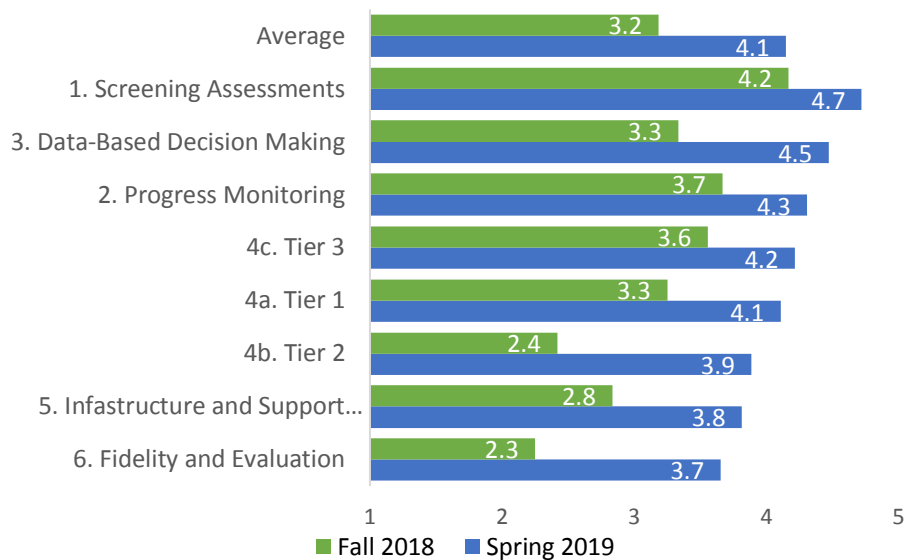
The MTSS Fidelity of Implementation Rubric is comprised of eight domains. Each domain is made up of three to eight items. The Rubric uses a five-point scale, with a one indicating little or no implementation and a five meaning complete and consistent implementation. The DELI coaches facilitated the completion of the Rubrics.

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 and early literacy. 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.

In an effort to reduce the burden of SIT teams meeting to review the fidelity rubric again at the end of the 2018-19 school year, we created a parallel online survey that could be completed by individual team members at their convenience. In spring 2020, the Cohort 3 SIT teams will be convened to review the fidelity rubric and assess their current MTSS implementation, facilitated by a DELI coach.

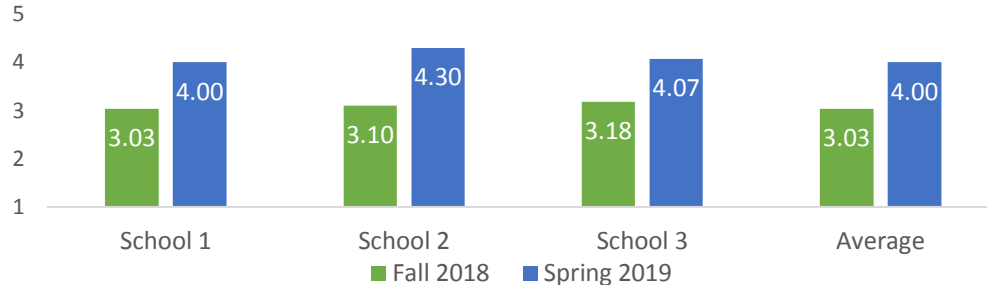
As shown in Chart 6, the average spring 2019 ratings were much higher than in fall 2018. As stated above, the spring 2019 ratings came from individual respondents, while the fall 2018 ratings came from a group discussion, facilitated by a DELI coach. Our assumption is that the spring 2019 ratings are higher than they would have been in a group format. At the same time, with the exception of the ratings for Data-Based Decision Making and Tier 2 interventions, the relative ratings for each component stayed consistent across the two data collection periods. Both in fall 2019 and spring 2019, Screening Assessments was the highest rated component and Fidelity and Evaluation was rated the lowest both times. All but the two items mentioned above followed the same trend.

**Chart 6: 2018-19 Implementation of MTSS Components**  
(Scale: 1 = Low Implementation, 5 = High Implementation)



There was not a lot of variation in the fall 2019 MTSS fidelity scores across the three Cohort 3 schools (Chart 7 on the next page), as ratings varied from 3.03 to 3.18. There was more variation in the spring 2019 ratings, with respondents from School 2 perceiving higher levels of MTSS implementation than the other two schools.

**Chart 7: DELI School's Growth in MTSS Implementation**  
 (Scale: 1 = Low Implementation, 5 = High Implementation)



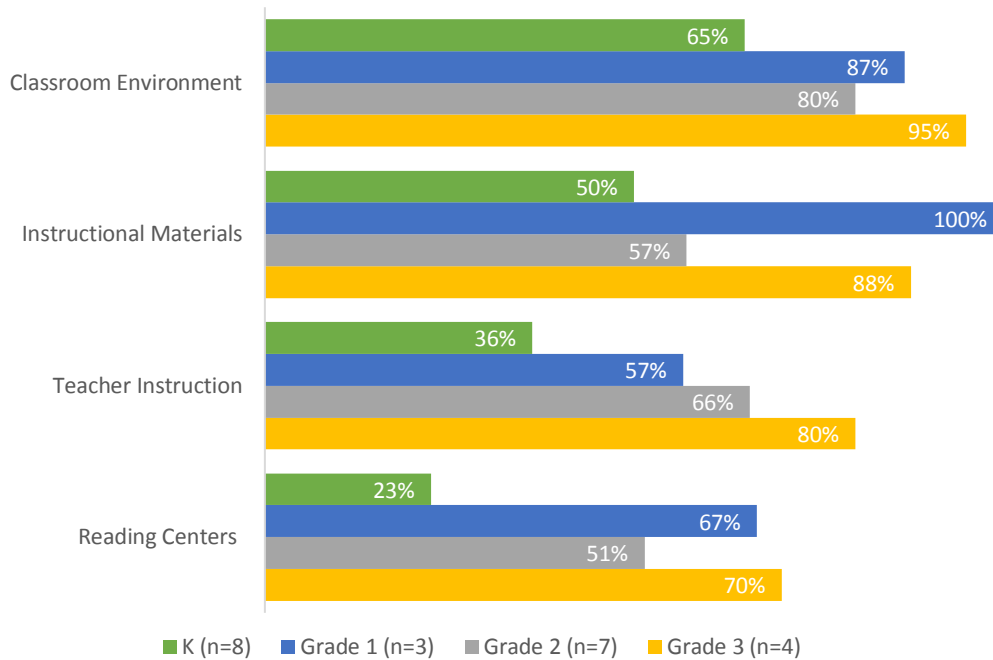
### **Fidelity of Intervention – Early Literacy**

In 2017-18, we selected the Recognizing Effective Special Education Teachers (RESET) Rubrics to assess the fidelity of early literacy instruction. While the rubrics had a strong evidence based supporting its use, the rubrics were not sufficiently aligned with the early literacy professional learning provided. As a result, in fall 2019 we transitioned to the use of the Florida Center on Reading Research’s (FCRR) Principal Reading Walkthrough Checklists. The Principal Walkthrough Checklists provide a tool for principals working with Kindergarten through fifth grade teachers to effectively structure classroom visits to observe reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary and comprehension.

The Principal Walkthrough Checklists were designed to provide yes/no results. After the first set of observations, we had minimal variability across observed teachers with very few “no’s.” As a result, we changed the instrument to a three-point scale, measuring if the practice was not in place, partially in place, or fully in place to. Observers could also indicate that there was not an opportunity for the practice to occur, in which case that items would not be rated. So, when reviewing Chart 8 (on the next page), it is important to remember that a low percentage does not necessarily indicate that a practice was not implemented well, nor implemented partially. It can also indicate there was not the opportunity to observe the practice or the practice was not relevant at the time of the observation.

The four literacy practices in Chart 8, with the exception of Instructional Materials were observed most frequently in third grade classrooms. Conversely, there was less evidence of these practices conducted in kindergarten classrooms.

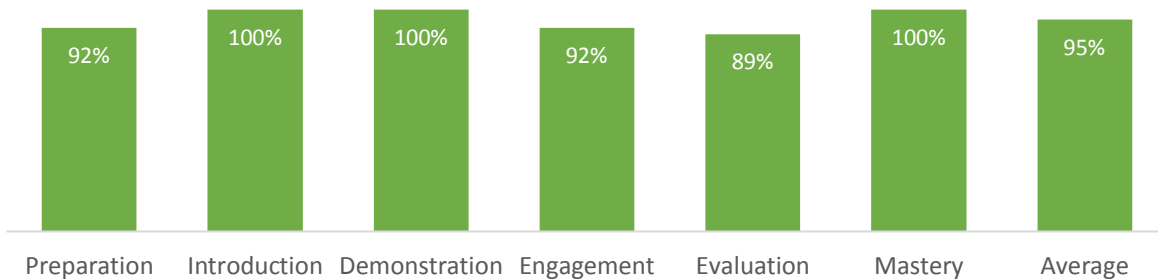
**Chart 8: Frequency of FCRR Literacy Practices Observed (Baseline)**



**Training Fidelity**

To make certain the Institutes were conducted using best practices for training and were aligned to the DELI content, we used the HQPD training observation tool to assess training fidelity. Two AIR trainers were observed by a colleague during this reporting period. Chart 9 displays the average results for the three DELI K-3 Literacy Institute observations. With such a small sample size, care must be taken in interpreting these results. The Introduction, Demonstration, and Mastery components of the HQPD were implemented with full fidelity.

**Chart 9: High Quality Professional Development Training Results (n=3)**



**Coaching Fidelity**

As discussed in the previous section, the Coaching Observation Checklist is the identified fidelity tool for evaluating the quality and alignment of DELI coaching. 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 will be

provided, along with feedback to the coaches. A schedule has been developed to ensure that each coach is observed prior to the end of this school year.

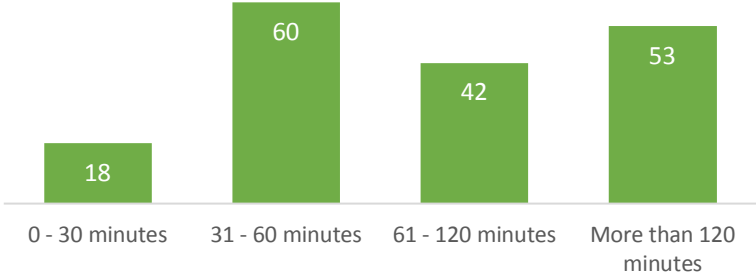
### Coaching Outputs

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 following sets of charts provide a summary of primarily face-to-face coaching activities conducted by DELI coaches during the 2018-19 school year.

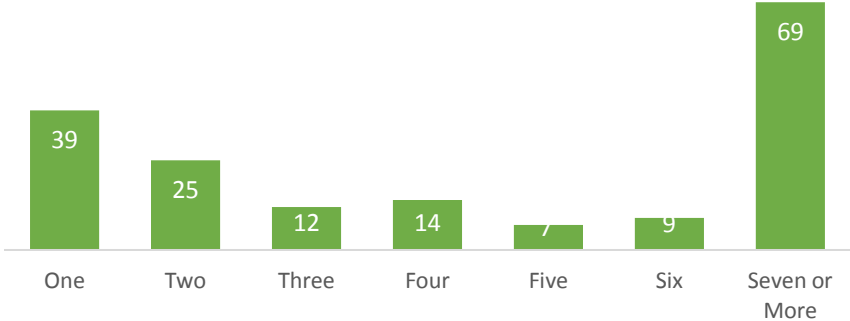
#### 2018-19 Output Data

During the 2018-19 school year, DELI coaches made 93 visits to participating SSIP schools. On these 93 visits, there were 176 distinct coaching activities. As shown in Chart 10, the largest number of coaching activities lasted from 31-60 minutes (n=60). Most of the coaching activities focused on seven or more people (n=69) (see Chart 11).

**Chart 10: Number of Activities, by Duration**

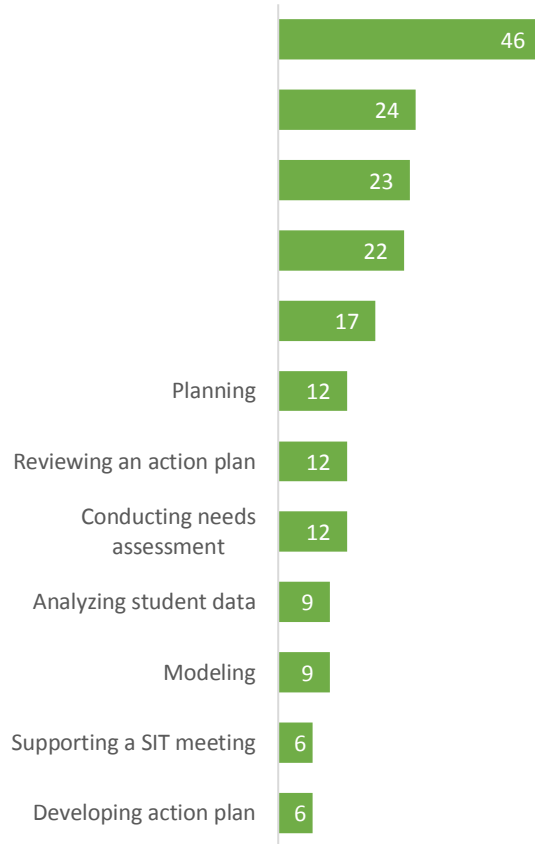


**Chart 11: Number of Personnel Involved in Each Coaching Activity**

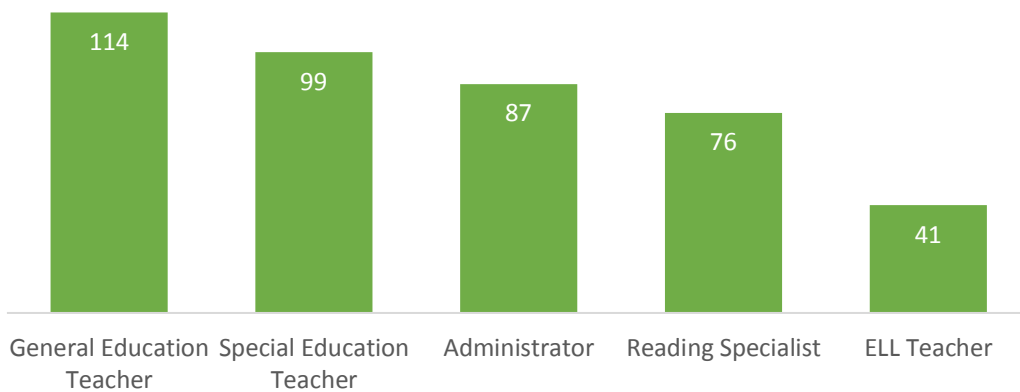


As shown in Chart 12 (on the next page), the most frequent type of coaching was observation (n=46). Coaching also frequently included facilitating (n=24) or supporting (n=24) PLC meetings and debriefing with teachers after an observation (n=22). Most coaching contacts have focused on general (n=114) and special (n=99) education teachers (Chart 13 on the next page). This is a duplicated count of coaching participants, indicating the number of contacts, not the number of people coached.

**Chart 12: Type of Coaching in 2018-19**



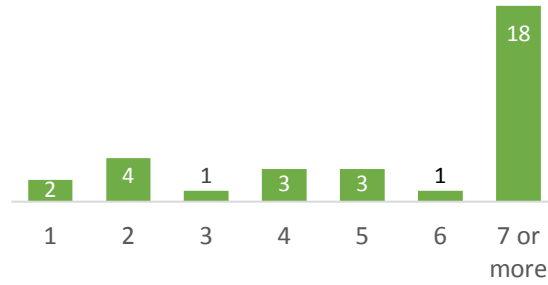
**Chart 13: Role and Frequency of Personnel Coached**



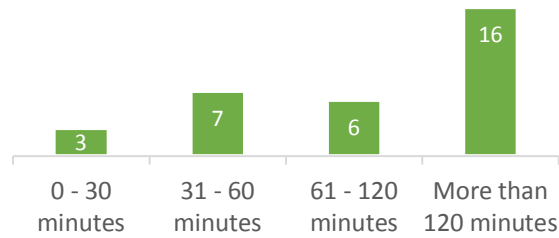
**Fall 2019 Output Data**

Below are the coaching output data for July through December 2019. There were a total of 32 coaching visits to SSIP schools, with 33 distinct coaching activities. Chart 14 shows that more than half of coaching activities impacted seven or more participants (n=18 on the next page). Half of the coaching activities (n=16) lasted more than two hours (Chart 15 on the next page).

**Chart 14: Number of Coaching Recipients, per Activity**

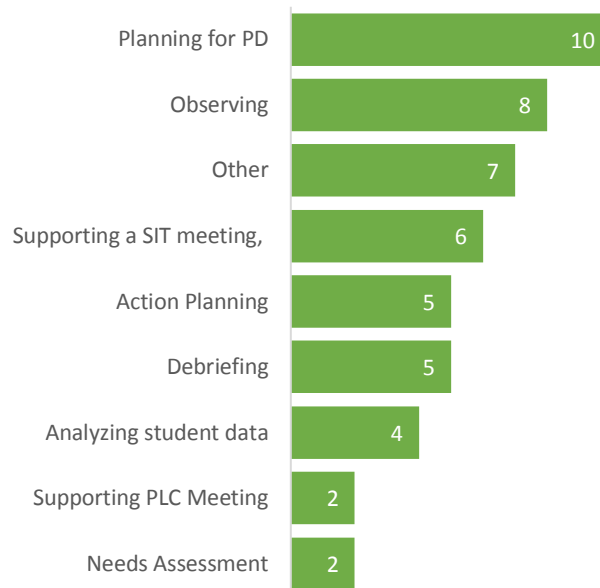


**Chart 15: Percent of the Duration Coaching Activities**

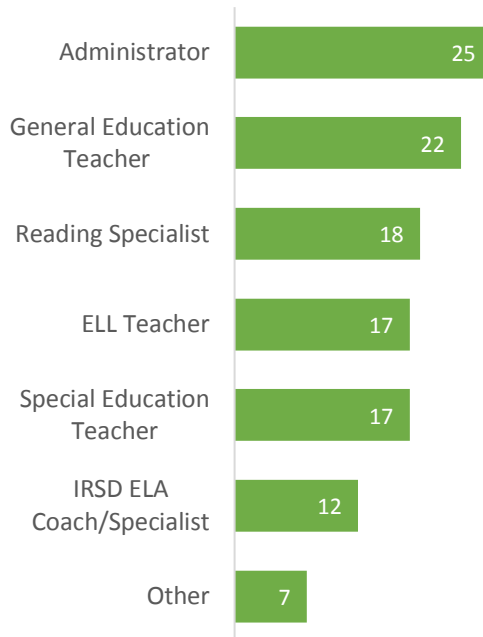


The most frequent coaching activities during fall 2019 were planning for ongoing professional learning (n=10) and observing instruction (n=8) (see Chart 16). Administrators (n=25) and general education teachers (n=22) were the largest audience of the fall 2019 coaching visits (Chart 17 on the next page). This is a duplicated count of coaching participants, indicating the number of contacts, not the number of people coached.

**Chart 16: Number of Coaching Visits, by Activity**



**Chart 17: Number of Coaching Recipients**

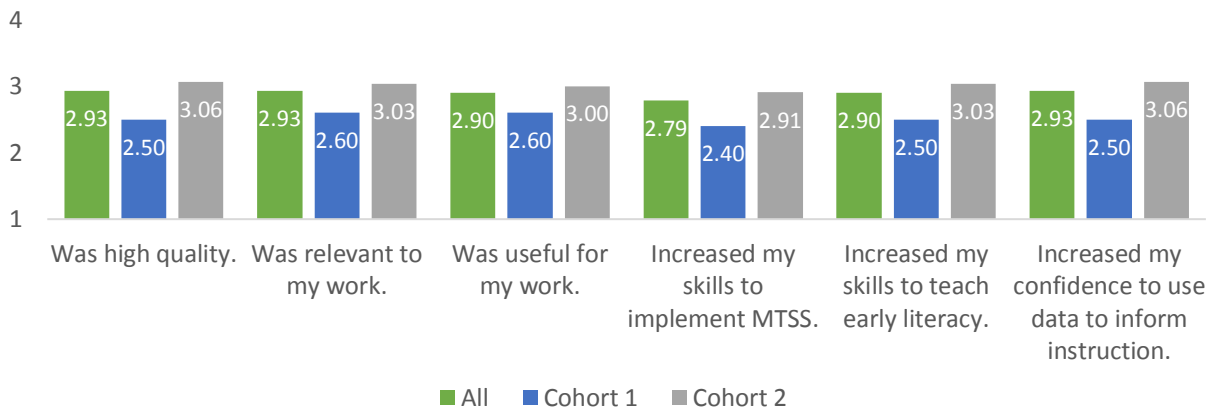


The May 2019 Teacher Impact Survey was administered to all Cohort 1 and 2 participants who participated in professional learning during the 2018-19 school year. Due to an error in survey development and administration, Cohort 3 participants were not asked these question on the Teacher Impact Survey. Of the 135 educators identified as receiving DELI professional learning in 2018-19, 45 (33%) responded to the survey.

On average, DELI teachers generally agreed that the coaching was high quality, relevant, useful, and increased their knowledge of MTSS and early literacy (Chart 18). However, Cohort 2 respondents were in greater agreement regarding the quality, relevance, usefulness, and impact on their skills than the Cohort 1 respondents. The lowest rate impact for each cohort was impact on their skills to implement MTSS.

**Chart 18: Coaching Outcomes for Cohorts 1 and 2**

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



### **MTSS Leadership Team Meetings**

The DE MTSS Leadership Team is composed of the 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, who are intimately involved in the DE SSIP and SPDG initiatives. During this reporting period, the MTSS Leadership Team met seven times (Table 3). A list of MTSS Leadership Team members is in Appendix C.

**Table 3: MTSS Leadership Team Meeting Dates**

<b>Spring 2019</b>	<b>Fall 2019</b>
February 27, 2019	September 25, 2019
March 14, 2019	December 2, 2019
May 14, 2019	December 4, 2019
July 10, 2019	

### **MTSS Advisory Council Meetings**

The DE MTSS Advisory Council expanded in February 2017 to include representation from the DE RTI Coalition. During the fall 2018, the DE MTSS Advisory Council began to align with DE Positive Behavior and Supports Advisory Council. Two MTSS Advisory Council meetings were held during this reporting period on May 14 and December 4, 2019. The May 14 meeting focused on the alignment of Multi-Tiered Systems of Academic and Behavior Supports and to provide feedback to assist the DDOE with communication to LEAs, families, and other stakeholders. The December 4 Advisory Council meeting explored the possibility of revising the DE SIMR. A list of MTSS Advisory Council members is in Appendix D.

### **Family Engagement Activities**

Four sets of activities were conducted by the Delaware Parent Information Center (PIC) to support family inclusion in DELI activities. These included a family literacy night, a family early literacy toolkit, a conference presentation, and dissemination of information and resources through a monthly newsletter, weekly Enews bulletin, and the PIC website. During this reporting period, a Spanish speaking family consultant was added to the PIC's SSIP/SPDG contract to improve outreach to Delaware's large Spanish speaking community.

The primary family engagement activity during this reporting period was a family literacy night and book drive on March 21, 2019 at North Georgetown Elementary School, a DELI Cohort 3 school. The family literacy night included a presentation on building vocabulary and reading comprehension through sharing books, as well as a read-aloud routine. After the formal presentation, students were able to select a book so family members could read with their children. Eight English-speaking and 52 Spanish-speaking families attended. Over 120 literacy related materials were disseminated.

The DE PIC has developed a draft of a family early literacy toolkit. The Toolkit will consist 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.

The toolkit will contain fact sheets, videos, as well as evidenced-based resources to support literacy for all students, including students with reading disabilities. PIC staff reviewed similar resources from other states to inform the toolkit, yet has tailored the resources to fit the context of Delaware's families. The toolkit is currently under review by the DDOE.

On April 6, 2019, PIC staff made a presentation entitled "Engaged Families Make a Difference" at the Making a Difference Conference. Included in the presentation were tips and strategies for supporting family engagement, with a focus on building early literacy with preschool-age children, and creating a home literacy environment. This conference was sponsored by the Delaware Head Start Association and the Delaware Early Childhood Council. A total of 37 people attended the session. Evaluation data collected indicated on a 4-point Likert scale, 55 percent of participants gave an overall rating of 3-4, indicating that the information was relevant, useful, of high quality, and increased their overall understanding. There was also a 39% increase in participants' knowledge according to pre/post event evaluations. Participants reported they would share the information with friends and colleagues, and learned valuable information on supporting their child's education.

The PIC included an article – "Focusing on Literacy This Summer" in their June-August 2019 newsletter. Weekly, the PIC sends out an Enews e-mail to a distribution list of 2,567 subscribers, including families and other stakeholders in Delaware and surrounding states. During this reporting period, Enews addressed early literacy topics 16 times.

The DE PIC's website has one section specifically on [literacy resources](#). This section contains links to a webinar on dialogic reading, an early reader checklist, spelling rules, and a presentation on the building blocks of reading. A related section of the website focuses on [MTSS](#). Resources in the MTSS section include a [video on the families in the RTI/MTSS process](#) and Delaware MTSS initiatives and resources.

## **2.2: Stakeholder involvement in 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 seven times and the SSIP Advisory Council met twice 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.

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 Communication and Collaboration Network, composed of general education curriculum directors and provided SSIP updates. Communication with the DE RTI Coalition has led to alignment of their activities with the DE SSIP, forming the MTSS Advisory Council. Council members are not just informed but also have a voice in guiding SSIP implementation.

Family stakeholders included representation from the DE Parent Information and Training (PTI) Center 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.**

Evaluation activities have supported all aspects of DELI implementation. Evaluation findings have been used by the MTSS Leadership Team and MTSS Advisory Council to assess progress on an ongoing basis and plan for scale-up and sustainability efforts. These activities have been particularly helpful in sharing findings from literacy and MTSS fidelity tools with curriculum leaders on the MTSS Leadership Team and MTSS Advisory Council to validate professional learning opportunities.

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.

The DE SSIP evaluation plan was developed during SSIP Phase II. It can be found in the 2017, 2018, or 2019 Delaware Phase III report. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. The data collection timeline is included in Appendix E. It displays the type of data collected, the instrument used to gather the data, person responsible, and timelines. A shortened data collection plan (Appendix F) 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.

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. During the 2017-18 school year, Delaware’s alternate assessment, the DCAS-ALT1, was replaced with the Delaware System of Student Assessment (DeSSA) Alternate Assessments, developed by the Dynamic Learning Maps (DLM) Consortium. As discussed in greater detail in Section E, the new assessment was more rigorous and the percentage of students scoring proficient on the reading assessment dropped significantly in the first year of DeSSA. This has required us to consider changing our SIMR target. On pages 31-33, we report on both the SBAC and alternate assessment results for 2018-19 and previous years.

A baseline Teacher Impact Survey was administered with each cohort, although the survey has been modified since the initial cohort. It has been difficult to track the same participants across years, so we cannot examine the data in a true longitudinal manner. In Section D, though, we present the results from the May 2019 survey, disaggregated by cohort.

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 in previous Phase III reports. The Cohort 3 interviews are scheduled for March 2020.

Quantitative and qualitative evaluation data were collected after each Institute and were used to inform subsequent Institutes. 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.

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

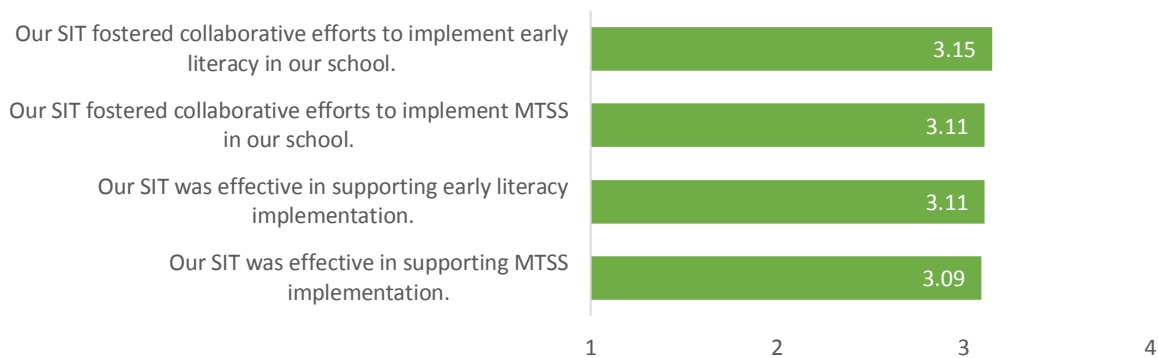
Delaware used data to inform all aspects of DELI implementation. This included the review of training and coaching data, fidelity data, and state assessment data. Training evaluation data have been reviewed to plan for and improve subsequent Institutes to ensure that the Literacy Institutes better meet participants’ needs. The qualitative Teacher Impact Survey data collected each year 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.

### School Implementation Team Survey

To assess the impact of DELI professional learning on the effectiveness and collaborative nature of SITs, SIT members from Cohorts 1, 2, and 3 were surveyed in May 2019. 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 19).

**Chart 19: Perceptions on the Capacity of School Implementation Teams**

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

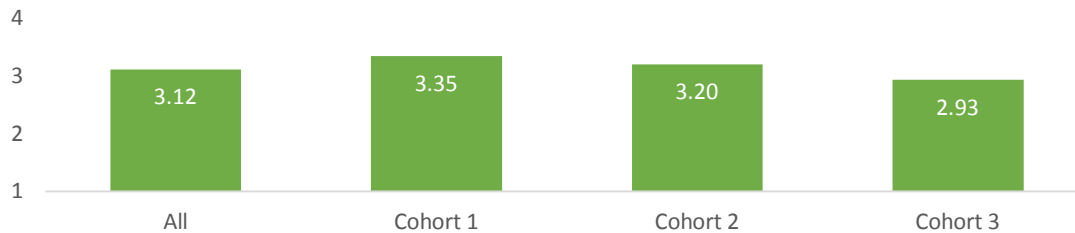


In examining differences across cohorts, respondents from Cohort 1 were in greater agreement that their SITs were collaboratively implementing MTSS and early literacy practices in their

schools, and that their SITs were effective in supporting the implementation of MTSS and early literacy practices (see Chart 20). Respondents from Cohort 3 SITs, which had only been in place for less than one school year, provided the lowest ratings, although they were still in general agreement about the capacity of their SITs.

**Chart 20: Perceptions of the Capacity of School Implementation Teams, by Cohort**

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



### Teacher Impact Survey

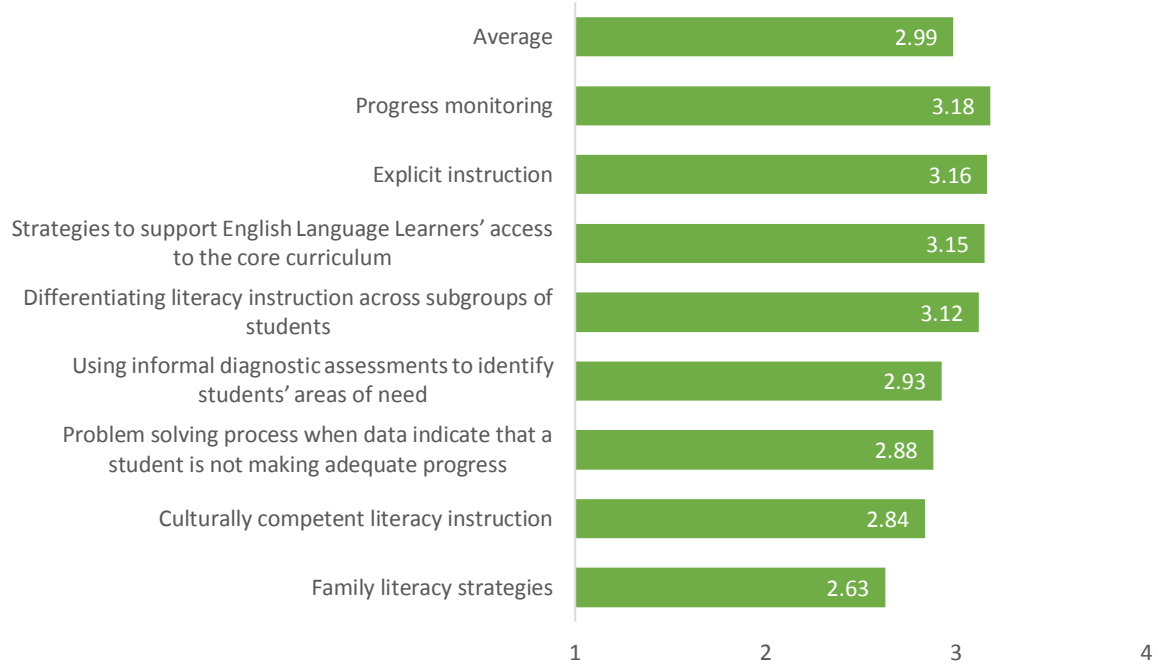
The teacher impact surveyed was designed to assess changes in the bulleted items below. Each item on the survey corresponded to at least one outcome identified in the DE SSIP logic model.

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

The first set of questions collected baseline data on Cohort 3 participants' perceived knowledge of literacy and assessment (see Chart 21 on the next page). On average, respondents felt generally knowledgeable of literacy and assessment. Respondents reported the greatest level knowledge of progress monitoring, explicit instruction, strategies to support English Language Learner's access the core curriculum, and differentiating literacy instruction. The respondents perceived less knowledge of family literacy strategies, culturally competent literacy instruction, and the problem solving process when students are not making adequate progress. These data will be collected again in May 2020.

### Chart 21: Cohort 3 Participants' Perceived Knowledge of Literacy Practices (Baseline)

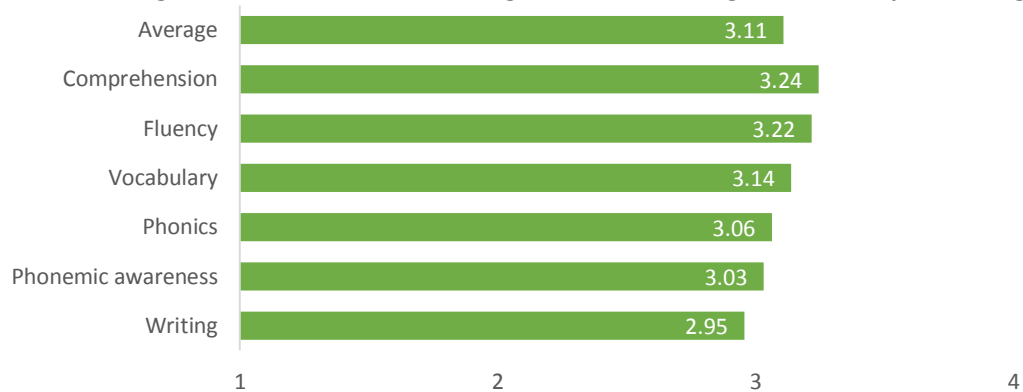
(Scale: 1 = Not Knowledgeable, 2 - Somewhat Knowledgeable, 3 - Knowledgeable, 4 = Very Knowledgeable)



Next, the Cohort 3 respondents were asked to rate their knowledge of the Big 5 reading components, as well as writing (see Chart 22). On average, respondents agreed that they were knowledgeable of the Big 5 reading components. The respondents felt most knowledgeable about reading comprehension and fluency. Less knowledge was perceived for phonics, phonemic awareness, and writing.

### Chart 22: Cohort 3 Participants' Perceived Knowledge of the Big Five Reading Practices

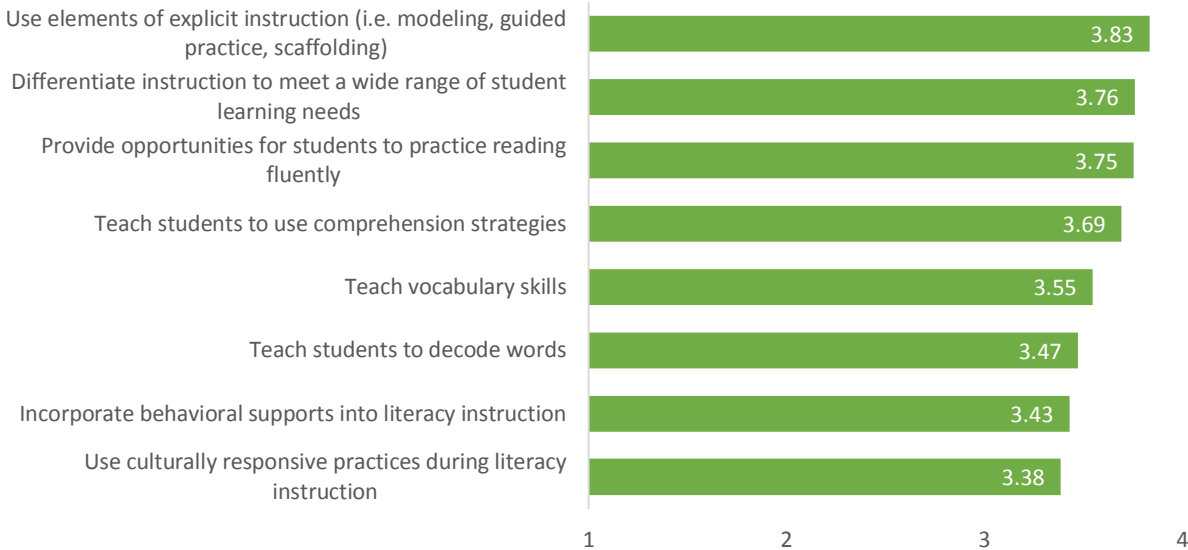
(Scale: 1 = Not Knowledgeable, 2 - Somewhat Knowledgeable, 3 - Knowledgeable, 4 = Very Knowledgeable)



Cohort 3 participants then were asked about the frequency they used various literacy practices (see Chart 23 on the next page). The most frequently referenced practices were the use of explicit instruction, differentiating instruction, providing opportunities for students to practice reading fluently, and teaching students to use comprehension strategies. These practices were reported to be used almost daily. Practices used less often included the use of culturally responsive practices,

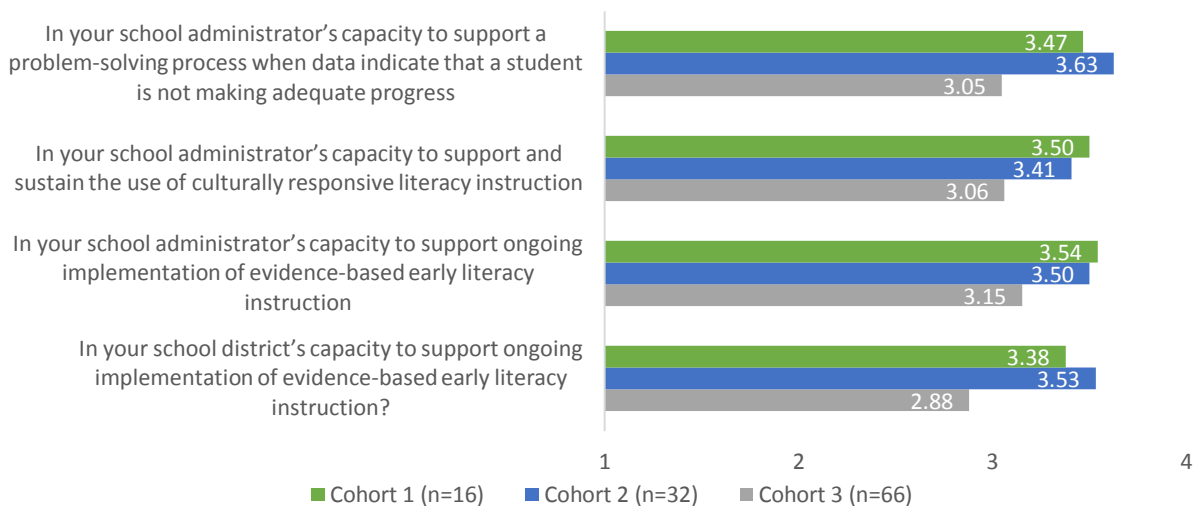
incorporating behavioral supports into literacy instruction, teaching student to decode words and use comprehension strategies. These practices were used between daily and weekly.

**Chart 23: Frequency of Use of Early Literacy Practices of DELI Teachers**  
(Scale: 1 = Rarely, 2 = Monthly, 3 = Weekly, 4 = Daily)



As shown in Chart 24, on average, teachers from each cohort were confident to very confident in their administration’s capacity to support the processes used in the Delaware Early Literacy Initiative. Cohort 1 and 2 respondents felt more confident in their administrators’ capacity to support them than the Cohort 3 respondents. Within each cohort, there was little variation in ratings across the four items.

**Chart 24: Confidence of Delaware Early Literacy Teachers in Administrative Support**  
(Scale: 1=Not Confident, 2=Somewhat Confident, 3=Confident, 4=Very Confident)

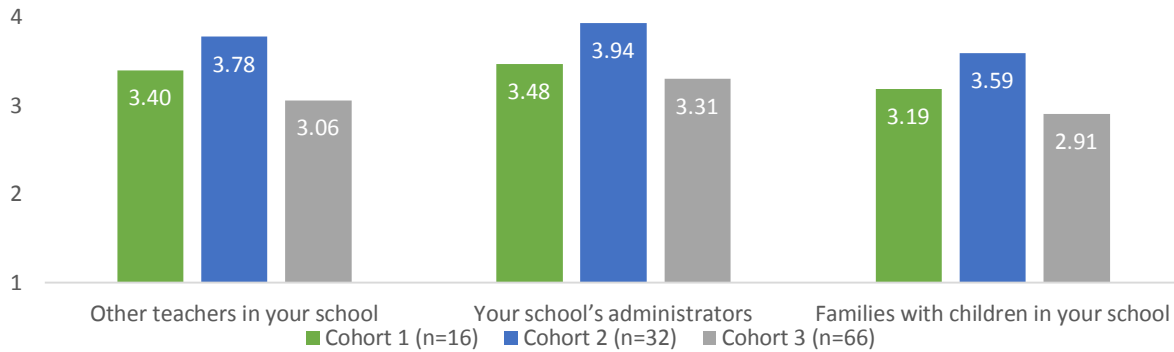


One of the DE SSIP’s improvement strategies is to increase expectations for students with disabilities by school personnel and families. On average, the participating teachers felt that there

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 25). Cohort 2 respondents perceived the highest expectations across the three cohorts.

**Chart 25: Perceptions of Expectations for Students with Disabilities by Delaware Early Literacy Teachers**

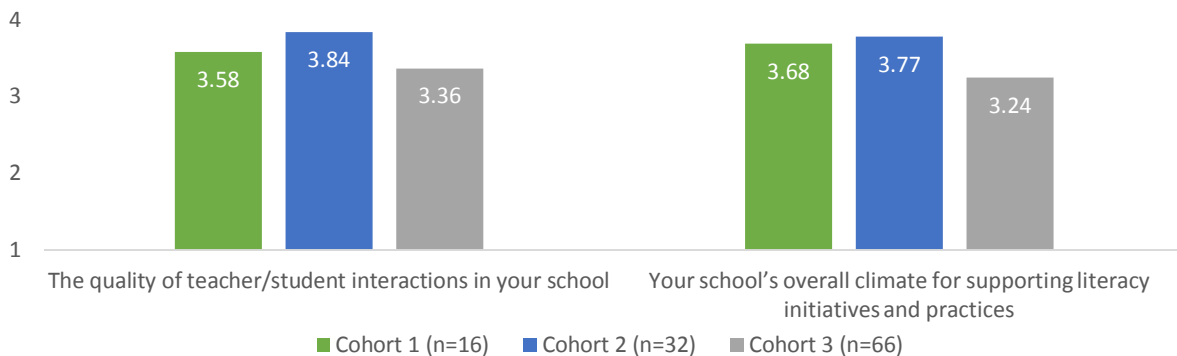
(Scale: 1=Very Low, 2=Low, 3=Moderate, 4=Very High)



The last set of questions (see Chart 26) 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. Again, Cohort 2 teachers were more likely to report the quality of teacher/student interactions and their school climate were higher than Cohort 1 and 3 respondents.

**Chart 26: School Climate Ratings by Delaware Early Literacy Teachers**

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



Last, participants were asked to list one impact that has occurred as a result of their participation in DELI (Table 4 on the next page) and one thing that could be done to improve the DELI professional learning. All responses are included in Appendix G. The most commonly mentioned impacts were on teachers' reading instructing and the use of resources and strategies provided. Other comments included the impact on vocabulary use, RTI and MTSS implementation, working with English Language Learners, and student reading. Of the 66 comments left, six (9%) DELI participants said there was no impact.

**Table 4: Professional Learning Impacts**

Cohort 1	Cohort 2	Cohort 3
Increased Use of Strategies (5)	Impact on Teaching Reading (10)	Impact on Teaching Reading (13)
Impact on RTI Implementation (3)	Impact on Vocabulary Use (4)	Resources/Strategies Provided (6)
Has Not Helped (2)	Impact on Student Reading (3)	Impact on Vocabulary Use (6)
	Has Not Helped (3)	Use of MTSS Practices (4)
		Working with English Language Learners (4)
		Better Use of PLCs (2)
		Has Not Helped (1)

When asked what could be done to improve the DELI professional learning, the most frequent suggestions included improved and more professional learning, more modeling, more onsite coaching and feedback, more strategies, and a greater focus on student with disabilities and English Language Learners (Table 5).

**Table 5: Suggestions for Professional Learning Improvements**

Cohort 1	Cohort 2	Cohort 3
<ul style="list-style-type: none"> <li>• More Onsite Coaching (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Professional Learning (7)</li> <li>• More Professional Learning (4)</li> <li>• More Feedback (3)</li> <li>• More of a Focus on Students with Disabilities (2)</li> </ul>	<ul style="list-style-type: none"> <li>• More Modeling (7)</li> <li>• Improved Professional Learning (6)</li> <li>• More Strategies (5)</li> <li>• More Focus on Students with Disabilities and English Language Learners (5)</li> <li>• Better Understanding of Schools’ Needs (3)</li> <li>• Grade-Level Concerns (3)</li> <li>• Improved Communication (3)</li> <li>• Begin Earlier in the Year (2)</li> </ul>

Quantitative and particularly qualitative data have been used throughout Phase III to inform next steps. Training evaluation data provided direction for subsequent Institutes. 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**

Similar to the information provided in section 2.2, 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 seven times and the MTSS Advisory Council met twice 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**

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. We have also been limited in the amount of time available for training. As a result, we have moved to the use of retrospective pre/post-surveys to assess the impact of the Literacy Institute on participants' knowledge of MTSS and early literacy.

We have struggled in finding an appropriate fidelity of intervention instrument for the early literacy professional learning. As discussed previously, we switched the fidelity of intervention for early literacy in fall 2019. Our MTSS fidelity instrument was identified and administered with Cohort 3 initially in fall 2018. A second data round of fidelity data collection occurred in May 2019, with a final administration in spring 2020.

We are still working with participating schools to gather accurate and reliable student screening/benchmarking data, as well as the percentage of students receiving tiered instruction to complement the statewide SBAC assessment is our only measure of student performance. The external evaluator was able to meet with Cohort 3 and 4 schools in early March to validate the data they provided. Similar efforts were underway with Cohort 1 and 2 schools, but have been postponed due to the current Covid-19 pandemic.

These data limitations should not significantly impact the ability to assess progress. There are other data sources that inform the progress of DELI implementation. Teacher impact survey and administrator interview data collected each year have provided stakeholders' perceptions on the impact of the professional learning. The two fidelity of MTSS implementation administrations have

provided insight into schools areas of strength and weaknesses. These different data sets were used to triangulate the data and to assess implementation quality. The primary student data to be collected to assess progress are screening/benchmarking, tiered data, and state assessment data.

## **E. Progress toward Achieving Intended Improvements**

### **E.1. Assessment of progress toward achieving intended improvements**

Significant infrastructure improvements have occurred over the last three 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 restructured 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 MTSS Advisory Council and other stakeholders to develop the regulations. DDOE has also enlisted the support of a national expert as a consultant to the Leadership Team in developing the statewide MTSS Framework. 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 are: Standards Aligned Core Instruction, Early Literacy Instruction and Intervention, High Quality Instructional Materials, and Educator Support through Institutes of Higher Education.

Key activities focus on prekindergarten to grade 3, 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.

To assess the degree to which the Institutes were implemented with fidelity, the two of the DELI Institutes conducted this year were observed by AIR staff. 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.

### **Baseline Data**

As discussed in Section B(1a), DELI coaches facilitated the initial completion of a baseline administration of the MTSS Fidelity of Implementation Rubric with Cohort 3 School Implementation Teams (SIT) and a parallel online survey was administered in spring 2019 for a second data point. 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 third administration of the MTSS Fidelity of Implementation Rubric will be in May 2020.

Baseline data was collected in fall 2018 on the Explicit Instruction component of the Recognizing Effective Special Education Teachers (RESET) Rubrics, but we switched to the FCRR Principal Walkthrough Instrument this year.

As discussed in Section C, during this reporting period, our primary quantitative data sources available to assess project outcomes are professional learning output data, training evaluation data, two data points from the MTSS and baseline data on the new literacy fidelity instruments, three administrations of the Teacher Impact Survey, administrator interviews from the Cohort 1 and 2 schools, and state assessment data. For the first time, we have school screening/benchmarking data to assess intermediate student growth.

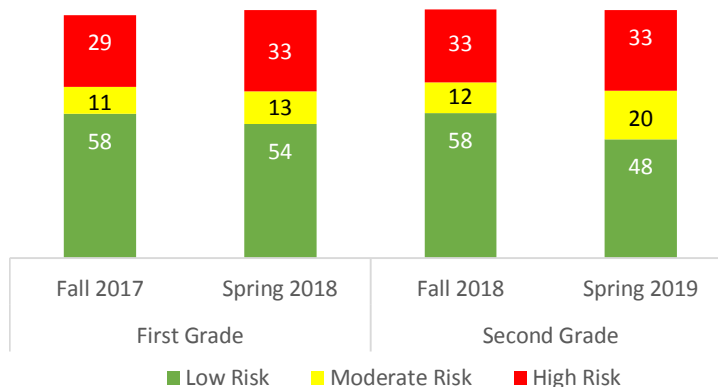
### **Screening Data**

The DELI external evaluator and AIR staff have worked with participating schools to obtain student screening data. The expectation is that over the course of the year and across years, fewer students will be identified as high risk in reading. Schools have struggled to provide reliable data,

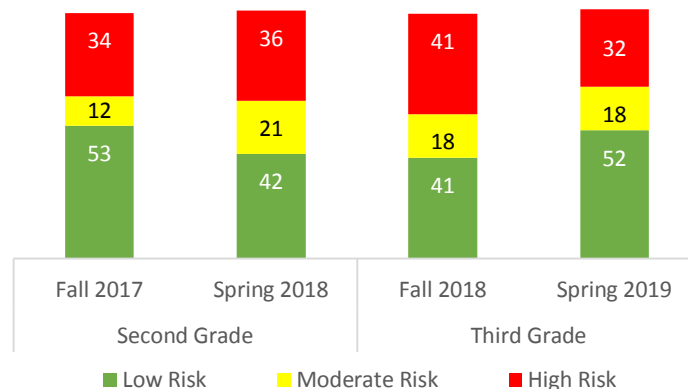
requiring extensive follow-up with school personnel to make sure the correct data are obtained. In early March 2020, the project evaluator met with principals and literacy specialists at each Cohort 3 and 4 school to review their data. Shortly after those meetings occurred, schools were shut down due to the corona virus. We are confident that once schools resume, we will be able to collect the remaining needed data.

Only two DELI schools have provided reliable data over a two year period. Both schools began DELI implementation in fall 2018, so the 2017-18 data serve as a baseline. Chart 27 displays the percentage of students identified as low, moderate, and high risk who were in first grade in 2017-18, then in second grade in 2018-19. Chart 28 provides the same data for students who were in second grade in 2017-18, then in third grade in 2018-19. Our expectation of a greater percentage of students identified as low risk, in the green bars, would increase over time, and those identified as high risk, the red bars would increase. However, in Chart 27, the percentage of students identified as low risk decreased after one year of DELI implementation. The data from second-third grade students showed more promise as there was an increase of students identified as low risk and a decrease of students identified as high risk on the spring 2019 assessment. DELI coaches will continue to work with schools on strengthening core instruction and their intervention processes, as well as methods for strengthening databased decision making processes. These are all elements that can help in promoting a more expected distribution of students across the triangle.

**Chart 27: First - Second Grade - All Students**



**Chart 28: Second - Third Grade - All Students**



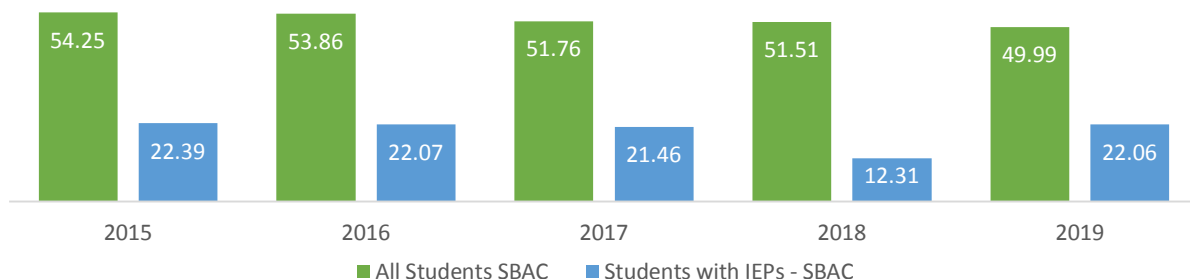
## Statewide Assessment Results

In spring 2014, the DDOE and a large group of stakeholders completed Phase I of the SSIP process. The DE SSIP SIMR was to increase the percentage of third grade students with IEPs scoring proficient or higher on the reading sections of the Smarter Balanced Assessment Consortium (SBAC) and the Delaware Alternate Assessment, based on alternate achievement standards (DCAS-ALT1). This process included establishing a baseline and targets for to assess Delaware’s SIMR. At that time, the SBAC was still in a pilot mode, with no official results to use in establishing the initial SIMR baseline and targets.

During Phase II of the SSIP process, the initial SBAC results for the assessment conducted in spring 2015 were released. At that time, in spring 2016, the SIMR baseline and targets for the next three years were recalculated to reflect the SBAC scores for Delaware students with IEPs, again with the extensive stakeholder input. The DELI initiative would not begin until fall 2016, after the second SBAC administration. As a result, both the 2015 and 2016 SBAC results reflect baseline measures.

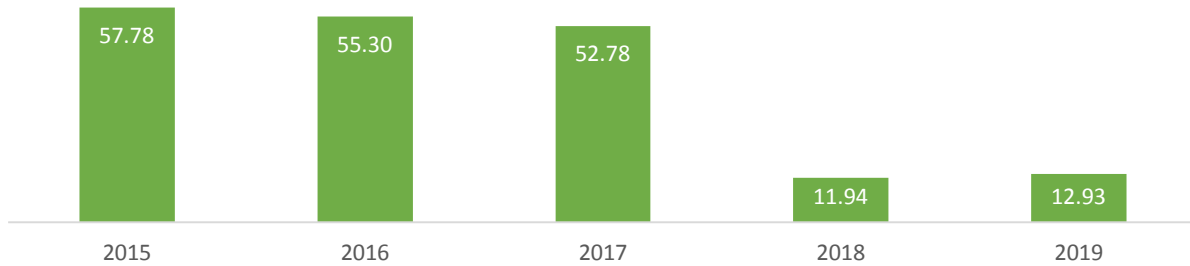
Over the five years of Delaware’s SBAC administrations, the percentage of all third grade students scoring proficient on the SBAC reading assessment has decreased by 3.68% (see Chart 29). However, the proficiency rate for third grade students with IEPs taking the SBAC reading assessment between year one and year five showed virtually no change, with a decrease by only 0.33%. The 2018 SBAC data for students with IEPs does not include students only receiving speech services, resulting in a much lower proficiency rate. The 2019 proficiency rate for Delaware students with IEPs was the highest since the implementation of DELI. It is important to note that at the time of this report, only 12 schools have been directly impacted by DELI implementation.

**Chart 29: Percent of Delaware Third Graders Scoring Proficient or Higher on the SBAC**



After the first year of DELI implementation, during the 2017-18 school year, Delaware’s alternate assessment, the DCAS-ALT1, was replaced with the Delaware System of Student Assessment (DeSSA) Alternate Assessments, developed by the Dynamic Learning Maps (DLM) Consortium. As shown, in Chart 30 (on the next page), the new assessment was more rigorous and the percentage of students scoring proficient on the reading assessment dropped significantly, from 52.78% in the last year of the DCA-ALT1, to 11.94% in the first year of DeSSA.

**Chart 30: Percent of Delaware Third Graders Scoring Proficient or Higher on the Delaware Alternate Assessment**



Delaware’s SIMR baseline and targets were established based on the DCAS-ALT1 data. As stated previously, Delaware’s current SIMR data is based both on the results of students with IEPs on the SBAC and on the DCAS-ALT1 (years 2015-2017) and the DeSSA assessment (2018 and 2019). The change in the alternate assessment, and the resulting much lower scores, had a negative effect on the DE SIMR in 2019. Chart 31 (on the next page) displays the results of students with IEPs on the SBAC and the DCAS-ALT1/DeSSA. The impact of alternate assessment results can be observed by looking at the 2017 and 2019 SBAC data for students with IEPs in Chart 29 and comparing that to the 2017 and 2019 results in Chart 31. While there were a smaller percentage of students with IEPs scoring proficient on the 2017 SBAC (21.46% - Chart 29), adding in the 52.78% proficiency rate for students on the 2017 DCAS/ALT-1 (Chart 30) increased the overall proficiency rate in 23.89% in the 2017 (Chart 31). In comparison, while the 2019 SBAC proficiency rates for students with IEPs was higher than in 2017 (Chart 29), the combined proficiency rates was lower in 2019 (21.42% - Chart 31).

Chart 31 presents the statewide assessment averages, as well as the same data for DELI Cohort 1 – 3 schools. Cohort 1 began in fall 2016, with Cohort 2 schools joining in spring 2017. Cohort 1 and 2 schools had a large increase on the spring 2017 assessments, followed by a steep decline on the spring 2018 assessments. As with the state data discussed previously, the 2018 SBAC data for students with IEPs does not include students only receiving speech services. This coupled with a new, more rigorous alternate assessment, resulted in a much lower proficiency rate in 2018. However, on the spring 2019 assessment, the percentage of Cohort 1 and 2 students scoring proficient increased to 34.23%, higher than the baseline data in 2015 and 2016.

Cohort 3 schools started in fall 2018, so only one assessment period is available to assess the impact of DELI professional learning. The 2018 Cohort 3 assessment data was impacted by the same factors as the state average and Cohort 1. While the 2019 Cohort 3 assessment results were higher than in 2018, the results were lower than in all other previous years.

**Chart 31: Percent of Delaware Third Grader Students with IEPs Scoring Proficient or Higher on the SBAC and Delaware Alternate Assessment**

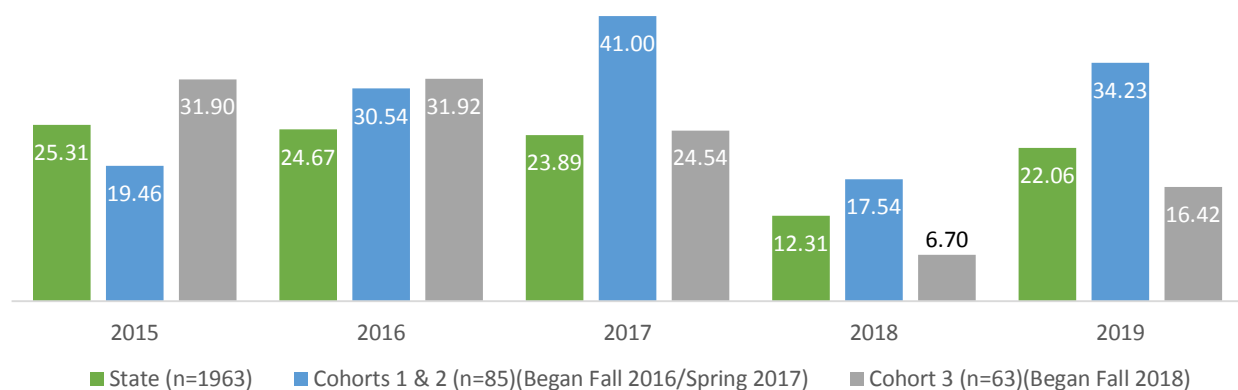


Table 6 displays the targets, along with the actual DE third grade assessment results (SBAC and alternate assessment), for the five years of the DE SSIP. The data are presented showing the percentage of students who did not achieve proficiency.

**Table 6: Percent of DE 3<sup>rd</sup> Graders with IEPs Scoring below Proficiency on State Assessments**

FFY	2014	2015	2016	2017	FFY 17	FFY 18	FFY 19
Assessment Administration	-	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Number of Students Tested	-	1,636	1,686	1,854	1,487	1,963	-
Targets	74.69% (Baseline)	74.69%	73.69%	71.69%	69.69%	67.69%	67.69
Data	-	74.69	75.33%	76.11%	87.69%	77.94%	-
Change from Baseline	-	-	+0.64%	+1.42%	+13.00	+3.25	-

With the realization that the targets set in 2015, with only a year of actual data, are not appropriate in light of the annual data collected since then, the DE SSIP has spent the last two MTSS Advisory Council meetings focused on the review of assessment data results, the primary intervention, and the SIMR targets and actual data. There was discussion at the MTSS Advisory Council related to the fact that the alternate assessment changed. However, the stakeholders determined to maintain the current SIMR targets. There is agreement on a continued focus on early literacy, but the MTSS Advisory Council suggested caution in setting new targets, nor considering changes to the SIMR during this fourth Phase III extension year, until additional guidance about the SSIP going forward is received by OSEP. As a result, the FF9 target will remain the same as FFY 18.

## **F. Plans for Next Year**

At the time of this report, Cohort 3 and 4 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 and

improved implementation of MTSS. Next year, Cohort 3 and Cohort 4 schools will continue with data driven professional learning institutes as well as group and individual coaching aligned to the schools' action plans. For Cohort 3 schools there will be an emphasis on sustainability as they progress into a consultative support model based on the schools' specific needs. In addition, professional learning will build the capacity of district coaches to support early literacy and MTSS implementation at the school sites.

The DDOE is actively planning for sustainability and scalability 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 district and school participation in state Literacy Coalition and Literacy Cadre. DELI is a significant component of the State Literacy Plan, an initiative of the state in support of reading by third grade. 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 are currently a challenge. A new district, with seven elementary schools and an additional charter school, began participation in the 2018-2019 school year. Cohort 4, beginning in 2019-2020 school year, has increased supports to one charter school. The DDOE SSIP Project Directors continue to meet with potential LEAs and is also engaged in work with additional workgroups within the DDOE to recruit potential partnerships with Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) schools.

During this reporting period, another challenge was a lack of consistency in the use of school implementation teams. While all Cohort 3 and 4 schools engaged a diverse team to participate in the needs assessment and action planning phase, these teams did not consistently meet following this process to lead the ongoing work. Instead, the sites relied on one or two main contacts at each school. For example, at one charter school, the main contacts have been the director of professional learning and the executive director, while at other schools, these contacts have been the principals or assistant principals. The lack of the use of implementation teams is a challenge that we plan to address prior to the 2020-21 schoolyear by meeting with school leaders to clarify expectations regarding the use of implementation teams and by supporting schools to develop plans for ensuring that an implementation team leads the DELI work at each school.

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.

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.


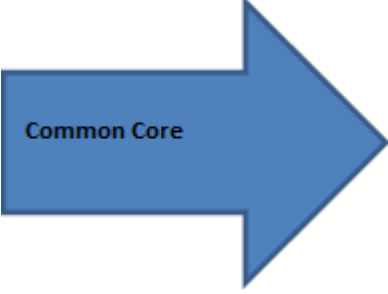

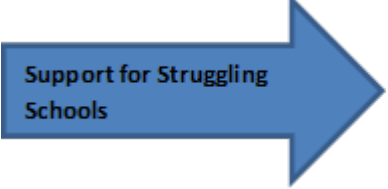
The primary barrier to date has been LEA recruitment. The DDOE SSIP Project Directors are actively meeting with potential LEAs and is engaged in work within the DDOE to support LEAs with elementary schools in Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) status.

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.

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 appreciates the support and looks forward to continuing these partnerships throughout Phase III.

**Appendix A**  
**DE SSIP Theory of Action**

## Delaware Department of Education (DDOE) SSIP Theory of Action

Strands of Action	If	Then	Then	Then
 <p><b>School Leadership</b></p>	<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-3<sup>rd</sup> grade SWD.</p>	<p>Then grade 3 SWD will improve reading performance</p>
 <p><b>Common Core</b></p>	<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>		
 <p><b>Transparent Data</b></p>	<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>		
 <p><b>Support for Struggling Schools</b></p>	<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**  
**Data Collection Timeline**

## DE SSIP 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
Coaching Observation Checklist				X								
Participating Personnel Survey											X	
MTSS and Early Literacy Implementation Rubric and Needs Assessment – Annual Review											X	
MTSS for Early Literacy Survey				X						X		
Florida Center for Reading Research Principal Reading Walkthroughs				X						X		
Universal Screening Data				X				X				X
Smarter Balanced Assessment Consortium (SBAC) Data			X									

Data Collection Forms Used as Needed:

- Training Evaluation Form
- High-Quality Professional Development Checklist
- Baseline Participant Survey
- MTSS and Early Literacy Implementation Rubric and Needs Assessment – Baseline - Within two months of initial SIT meeting

## **Appendix C**

### **MTSS Leadership Team Participant List**

## Delaware Department of Education MTSS 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 and MTSS 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>
Boyer, Debby	University of DE / Center for Disabilities Studies, DE-PBIS Co-Director, Director of School Aged Unit
Garrett, Brent	External Evaluator Garrett Consulting
Hearn, Sarah	University of DE / Center for Disabilities Studies, <i>Delaware Positive Behavior Support Project</i> <i>School Climate &amp; Student Success Project Coordinator</i>
Kelly, Kathy	Director, Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Marx, Teri	MTSS Project American Institutes for Research
Mieczkowski, Mary Ann	Director 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>
Smith, Linda	Education Associate, Exceptional Children Resources <i>Delaware Department of Education</i>
Warthan, Donna	MTSS Project American Institutes for Research
Weingarten, Zachary	MTSS Project American Institutes for Research

**Appendix D**  
**MTSS Advisory Council Participant List**

## Delaware Department of Education

### Multi-Tiered System of Academic Supports Advisory Council

Name	Representing
Alfaro, Pam	Education Associate/ English/Language Arts & Literacy Curriculum, Instruction and Professional Development <i>Delaware Department of Education</i>
Alonso, Mercedes	Executive Director Academia Antonia Alonso Charter School <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>
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>
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>
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>
Corbett, Jessilene	Supervisor of Instruction for Secondary Education Caesar Rodney School District <i>Local Education Agency Staff</i>
Davis, Jennifer	Education Associate Student Services and Special Populations <i>Delaware Department of Education</i>
Dowell, Marcia	Transition Cadre Caesar Rodney School District <i>Local Education Agency Staff</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>

Name	Representing
Gleason, Caitlin	Education Associate Office of Early Learning <i>Delaware Department of Education</i>
Haberstroh, Susan	Director School Support Services <i>Delaware Department of Education</i>
Hearn, Sara	Center for Disability Studies University of Delaware <i>State Agencies/Stakeholder Groups</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	Director Curriculum, Instruction and Professional Development <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>
Maxwell, Bernardette	Supervisor of Special Programs Lake Forest School District <i>State Agencies/Stakeholder Groups</i>
Mieczkowski, Mary Ann	Director Exceptional Children Resources <i>Delaware Department of Education</i>
Norris, Mary	Community Member Advocate of Students with Disabilities <i>Other</i>
Paxson, Maria	Education Associate Title III & Migratory Students <i>Delaware Department of Education</i>
Pernol, Jalee	Education Associate, Unique Exceptional Children Resources <i>Delaware Department of Education</i>
Roberts, Niki	Instructional Coach University of Delaware

Name	Representing
	<i>State Agencies/Stakeholder Groups</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>
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>
Thompson, Verna	Community Member Advocate of Early Learners <i>Other</i>
Tsatsaronis, Christina	Instructional Coach Christina School District <i>State Agencies/Stakeholder Groups</i>
Veenema, Susan	Education Associate Exceptional Children Resources <i>Delaware Department of Education</i>

**Appendix E**  
**DE SSIP Data Collection Guide**

**DELAWARE SPDG/SSIP  
DATA COLLECTION GUIDE  
2019-2020**

**October 2, 2019**

# DELAWARE SPDG/SSIP DE SPDG/SSIP EVALUATION FORMS

## Project Management

Form	Due Date	Process
<p><u>Site Participant Form</u>—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 the external evaluator.</p>
<p><u>MTSS and DELI Coaching Trackers</u>—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 MTSS or DELI Coaching Tracker.</p>

## Professional Learning Evaluation

Form	Due Date	Process
<p><u>Training Evaluation</u>—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>	On-going	<p>Any SPDG training event needs a training evaluation form. 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 the external evaluator.</p>
<p><u>Observation of High-Quality Professional Development Checklist (HQPD Checklist)</u>—A fidelity tool for evaluating the fidelity and quality of training.</p>	On-going	<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 the external evaluator following observations.</p>
<p><u>Coaching Observation Checklist</u>—A fidelity tool for evaluating the quality of coaching.</p> <p>(<a href="http://www.researchcollaboration.org/page/coaching-observation-checklist">http://www.researchcollaboration.org/page/coaching-observation-checklist</a>)</p>	On-going	<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 the external evaluator following the observation.</p>
<p><u>DE SPDG/SSIP Participating Personnel Survey (PPS)</u> - 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>	Baseline at initial training Annually, in April/May	<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 Evaluation Measures

Form	Due Date	Process
<p><u>MTSS and Early Literacy Implementation Rubric and Needs Assessment Interview</u> —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 the external evaluator.</p>
<p><u>MTSS for Early Literacy Survey</u></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><u>Florida Center for Reading Research Principal Reading Walkthroughs</u></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 the external evaluator.</p>

## Outcome Data

Form	Due Date	Process
<p><u>Universal Screening Data--</u> 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 the external evaluator, although all names and student identification numbers are to be removed prior to sharing.</p>
<p><u>Smarter Balanced Assessment Consortium (SBAC) Data—</u>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 the external evaluator, although all names and student identification numbers will be removed prior to sharing.</p>

## Key Performance 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.

## 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
Coaching Observation Checklist				X								
Participating Personnel Survey											X	
MTSS and Early Literacy Implementation Rubric and Needs Assessment – Annual Review											X	
MTSS for Early Literacy Survey				X						X		
Florida Center for Reading Research Principal Reading Walkthroughs				X						X		
Universal Screening Data				X				X				X
Smarter Balanced Assessment Consortium (SBAC) Data			X									

Data Collection Forms Used as Needed:

- Training Evaluation Form
- High-Quality Professional Development Checklist
- Baseline Participant Survey
- MTSS and Early Literacy Implementation Rubric and Needs Assessment – Baseline - Within two months of initial SIT meeting

**Appendix F**  
**DE SSIP Data Collection Guide for Schools**

# Delaware Early Literacy Initiative (DELI) Evaluation Processes

September 17, 2019

## Purpose

The purpose of the evaluation 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 system.

## Satisfaction and Impact Survey

**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. In addition, the survey will contain items assessing the fidelity of MTSS and early literacy implementation to be addressed by members of the school implementation team. This survey is administered in late February or early March each year.

## Implementation Data

**MTSS and Early Literacy Implementation Rubric and Needs Assessment**— The school implementation team 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. As discussed in the previous paragraph, an interim assessment will be conducted via the PPS. A final needs assessment will be conducted near the end of schools' participation in DELI.

## Student Outcome Data

**Universal Screening Data**-- School administrators will report fall, winter, and spring screening data results for participating classrooms/grades, including data for the subgroups of students with disabilities and English learners (EL). Data will be collected at the end of each screening period.

**Tiered Data** – School administrators will report the number/percentage of all students moving across and within tiers of intervention. If possible, data for the subgroups of students with disabilities and English learners (EL) should also be submitted. Data will be collected after the first and last screening period.

## **Appendix G**

### **May 2019 Teacher Survey Qualitative Feedback**

## Cohort 1

### Please list one impact that has occurred as a result of your participation in DELI?

#### **Increased Use of Strategies**

- Participation in DELI provided opportunities to learn strategies that helped enhance instruction.
- Several teachers in special areas - SPED and ELL - have used more effective strategies.
- Good discussion in PLC- sharing of strategies especially for our ELL population.
- I have developed and learned different skills to use in the classroom.
- More strategies used.

#### **Impact on RTI Implementation**

- I have a better understanding about the process of RTI.
- I have learned more about the intervention process.
- Starting an RTI process.

#### **Has Not Helped**

- We are currently doing weekly PLC's in reading that discuss how to get our kids on reading level using different strategies. The DE Early Literacy Initiative is not something we need during our PLC's when we have such amazing resources from The American Reading Company's curriculum that our district purchased.
- It has not helped.

#### **Miscellaneous**

- Progress monitoring weekly & biweekly— collecting data in an organized and consistent manner
- The coaching was the most beneficial part, and she provided individualized assistance to administration and teachers when she was in the building.
- Students are held accountable in terms of their personal reading growth over the school year.
- DELI has made us more effective at addressing the literacy needs of the students we serve.
- It was several years ago but it did impact my implementation of core curriculum.

### What can be done to improve the DELI professional learning?

#### **More Onsite Coaching**

- Stick to coaching sessions. The time we gathered as a group in Dover was not useful. The information was too basic and was not deemed useful by the majority of participants in our school.
- To have the facilitators visit and demonstrate various strategies being taught in the classroom. Also continue to observe and provide important feedback to the teacher.
- Continued support throughout the year for how to properly use interventions.
- More in person training during the school year.

#### **Miscellaneous**

- More flexibility in topics that are addressed. We know about multiple tiers; we need to move beyond that to more specifics.

- Go to schools that don't have the resources or right curriculum to help their students.
- I wish I knew more about DELI, and implementing the education ideas.
- Change up the whole program to be beneficial for teachers.
- More training opportunities.

## Cohort 2

### Please list one impact that has occurred as a result of your participation in DELI?

#### **Impact on Teaching Reading**

- It's helped to expose general classrooms teachers to the concept of academic language and the importance of its instruction. It has also helped bridge the conversation that every teacher is a language teacher because language is so inextricably tied to content and assessment of content.
- We are able to see what is missing in the IRLA curriculum framework (5 components of reading are not all represented)... Penny was able to share the importance of phonics and phonemic awareness at all levels of elementary school.
- We are more aware of the expectations of early readers and we have been able to obtain the curriculum materials and the assessment platform that the district uses for their elementary age students.
- Every student in my class is read to or independently reading, at home, everyday/week night.
- Being new to school and curriculum, DELI coach helped to focus on individual skills to teach.
- I prepare visuals and write possible questions before I read a book to my students (daily).
- Better understanding of strategies to promote early literacy in children.
- I have added more literacy opportunities within play based activities.
- Setting literacy goals and following through with them.
- Increased amount of books read to students.

#### **Impact on Vocabulary Use**

- I am more aware of vocabulary and teach it more frequently than I did before.
- More robust vocabulary instruction.
- Extra emphasis on vocabulary.
- Vocabulary focus.

#### **Impact on Student Reading**

- Kids are reading by choice and excited about books and words like never before.
- Students are reading more often on their own and excited about it.
- Increased reader engagement and reading culture.

#### **Has Not Helped**

- I found the DELI program to be redundant. Having been a teacher for over 20 years, I found it demeaning to have administration have someone come in to "help" me integrate literacy into my classroom. I have taught a number of subjects throughout my years of teaching, and I have always found a way to include literacy in all of my subjects. I think the DELI program would be

very useful to new teachers who have not been teaching for a number of years as they are not always aware of the resources available to them.

- None at this time

### **Miscellaneous**

- Validation that the collection and interpretation of data is ongoing and should happen frequently and formative data collection has many forms.
- We participated in a lesson student involving writing and research.
- Carry over of activities into daily instruction

### **What can be done to improve the DELI professional learning?**

#### **Improved Professional Learning**

- Continue to work with different grade levels in practical strategies to help students of all abilities and backgrounds achieve in the classroom. General language development strategies can support all learners in the classroom.
- Provide the DELI program to newer and younger teachers who do not have experience in knowing how to integrate literature into multiple subject areas.
- Specialists need to work with students 5 days a week. This could be broken into 4 days with Tier 2 and 3 students and 1 day with Tier 1 advance students.
- In addition to observing teachers interacting with students, maybe the coach could plan a lesson and show how he/she would do it with students
- Coaches could be more familiar with the curriculum we are using at our school.
- Focus on importance of phonemic awareness and phonics in early grades.
- Less talking at us...maybe model lessons

#### **More Professional Learning**

- Keep resources and information flowing to the staff.
- More frequent meetings/coaching.
- More training and resources.
- More resources.

#### **More Feedback**

- More individual feedback from classroom observation on how we can improve upon different elements of early literacy. Less handouts during training sessions.
- I like how our coach gives us feedback from the positive things we do, but I would like her to point at the weaknesses I have reading.
- I would like to get a feedback on what I am doing wrong. Trainer only focuses on the positive.

#### **More of a Focus on Students with Disabilities**

- I would like more strategies geared toward student with learning disabilities and special needs.
- Gear instruction more towards students with disabilities (specifically, autism)

## **Miscellaneous**

- Teachers need to have more freedom to change the books being currently used to more rigorous reads for the research questions.
- More time to work with students as well as coach during instruction time
- Not sure (2)
- N/A (2)

## **Cohort 3**

### **Please list one impact that has occurred as a result of your participation in DELI?**

#### **Impact on Teaching Reading**

- I am able to write my lesson plans with a more explicit literacy format for the students, which will guide the lesson from the level at which the students are to where we want them to be.
- DELI has taught me different ways to differentiate instruction for a wide range of students and different progress monitoring strategies to utilize.
- I am keeping more data that allows me the opportunity to reflect on re-teaching the topics the students are struggling with.
- Resurfaced knowledge of a reading literacy program that I was involved in years ago.
- I have become more aware on what I need to work on myself and an educator.
- Learning about early elementary interventions for decoding and fluency.
- Focus on the importance of early phonics instruction and best practices.
- Better understanding of students' acquisition of reading skills.
- Teaching students of all different academic levels effectively.
- Differentiation has become a daily practice in my classroom.
- Understanding the components for literacy instruction.
- Gained focus on phonics instruction.
- Differentiating phonics instruction.

#### **Resources/Strategies Provided**

- I have resources and direction which as advanced my ability to teach specific information to address/ meet a student's need.
- I liked the resources that were provided to enhance and strengthen our phonics, fluency, and vocabulary instruction.
- Teacher are using strategies shared by DELI coaches in math to differentiate instruction. Using different strategies with EL instruction.
- New strategies were implemented in working with students of varying abilities.
- Some new ideas for small group independent instruction.
- Increased strategies that I can use with students.

#### **Impact on Vocabulary Use**

- I am using new and specific vocabulary strategies more intentionally during instruction.
- I have focused on vocabulary strategies more often during my teaching.
- One new strategy to teach vocabulary.

- Direct vocabulary instruction for ELs.
- Vocabulary implicit instruction.
- Vocabulary knowledge.

### **Working with English Language Learners**

- DELI has been useful for partnering with my co teacher to support cultural aspects second language learners.
- Help with Sheltered Instruction Observation Protocol (SIOP) strategies.
- Multiple strategies to use with students as ELs and spec education.
- EL support.

### **Use of MTSS Practices**

- This year I had students leaving my room for MTSS at various times during the morning. I was very thankful that our reading instructors could take all of them and were flexible in their times.
- Improved communication between RtI interventions and core reading program.
- Understanding how to use progress monitoring data to inform instruction.
- Reevaluated our MTSS process.

### **Better Use of PLCs**

- Collaboration between grade level teachers in PLCs.
- More organized PLCs.

### **Has Not Helped**

- It felt the entire program was poorly implemented. It had no impact on my instruction or my students.

### **Miscellaneous**

- Comunicación a través de los sonidos e imagenes conjuntamente, para lograr una mayor fluidez en el aprendizaje. (Communication through sounds and images together, to achieve greater fluency in learning.)
- Small groups designed to meet each student's needs were developed.
- Self-reflection on how I monitor students and give them feedback.
- The information presented was a good refresher.
- Florida Center for Reading Research
- N/A

### **What can be done to improve the DELI professional learning?**

#### **More Modeling**

- Strong training and modeling for the teachers. Model what you expect to see from the teachers.
- An improvement would be to model specific and research- based strategies that have already been adapted to Benchmark and/or Bridges.
- More training on DELI and modeling. More classroom support during small groups, example having a para.
- Watching the instructors implement teaching strategies to the classroom.

- More time to observe a coach/trainer model a strategy with your class.
- I would like to see the strategies modeled more in the classroom.
- Modeling of effective strategies.

### **Improved Professional Learning**

- More hands on, more in the moment, I would do well with an instruction period followed by a Make-n-Take session to ready the materials for classroom use. Tangible/ visual materials to use directly in the classroom post PD helps me to keep the material learned in mind and more likely to use or research other materials to use when I am planning instruction.
- More teacher time to prepare for re-teaching or data preparation. Maybe a professional development meeting one morning and the next morning is time to reflect and collect data or make reteach plans.
- Professional development appeared rushed due to time constraints. Choosing less to cover.
- Clearly defined goals. Differentiated training. Effective follow-up.
- Making a focus effort in one area.
- Real time instruction.

### **More Strategies**

- Providing resources and ideas for better implementation. Something for consistency. Clear evidence of trial and error of success. What works?
- Continue giving useful on-line sites for activities and information.
- Share more strategies that are more relevant to teaching Math!
- Strategies should be use with all students.
- More time to practice strategies.

### **Better Understanding of Schools' Needs**

- Find out what we already have implemented so we can move on to other topics we need to focus more on. Strategies and techniques tend to be repeated over and over and others are never discussed.
- A lot of group planning time was lost this year because of presentations of material most teachers have already been implementing.
- More customized for individual school needs

### **More Focus on Students with Disabilities and English Language Learners**

- How support the students that are not making progress and what interventions are the best to use.
- Provide more support with students with disabilities who also have EL identified difficulties.
- More of a focus on best practices for ELL.
- Continue with SIOP implementation.
- Specifically address ELL learners.

### **Grade-Level Concerns**

- More consistency across grade levels and programs....we didn't know what went on in MTSS,
- Making sure the training can be applicable to all grade levels that are present at the training.
- More time to collaborate with grade level teachers.

### **Improved Communication**

- Involve teachers more in the decision making process and not just a small, select group of admin and coordinators who are never actually in the classroom working with students.
- I believe there needs to be more communication on how MTSS supports the core curriculum.
- Better/more direct communication with teachers.

### **Begin Earlier in the Year**

- I think the only thing I would recommend is that the training and resources provided be given more towards the beginning of the year, rather than at the end... Only so that we had more time and opportunities to implement the resources that were given to us!
- Start earlier.

### **Miscellaneous**

- Comprometer a los padres y representantes a formar parte del proceso educativo de sus hijos y a trabajar en conjunto con las instituciones en pro de la educación efectiva. (Commit parents and representatives to be part of the educational process of their children and to work together with the institutions in favor of effective education.)
- Support with grouping our students. Support with assessment modification.
- More research on brain development and the process of learning to read.
- More time to actually plan and use resources that tie into our curriculum.
- Make it relevant.