

**Colorado SSIP Evaluation Plan
September 2015**

Evaluation of Improvement Strategy Implementation

How will we know the activity happened according to the plan?	Measurement/Data Collection Methods	Timeline
1. Colorado State Leadership Team (CSLT) is established.	CSLT established/agendas, CSLT membership list.	September 2015
2. Technically assistance blueprint is developed that outlines goals, objectives, and tasks in the areas of licensure and certification; educator preparation program approval/evaluation; preparation improvement; and alignment of professional learning systems.	TA Blueprint developed/evidence of document.	January 2016 – June 2016
3. The CSLT or designated work groups have implemented the activities as defined in the blueprint.	Activities TBD by blueprint/evidence of activity completion (e.g. documents, syllabi reviewed, policy revision recommendations).	July 2016 – December 2017
4. The CSLT is monitoring and documenting progress toward blueprint goals and adjusting blueprint as needed.	Activities TBD by blueprint/evidence of revision of IHE syllabi that includes all components of research-based literacy instruction and are fully aligned to the new expectations as indicated in the CEEDAR Innovation Configurations (e.g., documents, polices and procedure changes).	January 2016 – July 2019

Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	How will we know the intended outcome was achieved? (Performance Indicator)	Measurement/Data Collection Method	Timeline (Projected Initiation and Completion Dates)
Intermediate	1. Revised teacher and leader preparation programs ensure their graduates are prepared to use evidence-based practices in literacy in integrated ways to improve the reading results for students with disabilities.	Have the preparation programs adequately prepared the novice teacher for teaching reading to students with disabilities?	IHE program performance results from IHE exit surveys, and first and third year novice teacher surveys demonstrate that graduates of programs in IHEs participating in the CEEDAR project indicate strong preparation in literacy and assessment results of their students show improvement in reading scores.	First & Third year surveys / TBD via blueprint IHE Program Result Surveys/ TBD via blueprint IHE & CDE collaborative surveys / TBD via blueprint	December 2017 – June 2019
Long-Term	2. Pre-service teachers and pre-service leaders are provided with sustained, effective learning opportunities to become high-quality educators who know how to teach reading.	Are the educational experiences provided in pre-service adequately preparing the graduate for classroom and leadership responsibilities?	Novice teachers and leaders demonstrate improved results on teacher knowledge surveys and educator evaluation components.	Survey Elements TBD / Educator Effectiveness Data and TELL Data	April 2018 – June 2025

Type of Outcome	Outcome Description	Evaluation Questions	How will we know the intended outcome was achieved? (Performance Indicator)	Measurement/Data Collection Method	Timeline (Projected Initiation and Completion Dates)
Long-Term	3. Educators are fully equipped to meet the needs of all students in their classrooms, accessing a full range of professional knowledge and skills to meet the literacy needs of students with disabilities.	Are the students in the teachers' classrooms and leaders' schools performing at a higher achievement rate in reading?	Students in K-3 who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.	DIBELS Data (Benchmark, Below Benchmark, and Well-below Benchmark) / End of Year Colorado READ Act Collection Data	April 2018 – June 2025