State Systemic Improvement Plan
Phase III – FFY 2018
2018-2019 School Year

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Office of Special Education Programs
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Colorado Department of Education Exceptional Student Services Unit
www.cde.state.co.us

Contents

Introduction

This report will provide the reader with information regarding the current status of the implementation of the Colorado Department of Education's (CDE) Office of Special Education's State Systemic Improvement Plan (SSIP) which is focused on improving literacy knowledge and skills of students who are in kindergarten through third grade. This report primarily covers School Year 2018-2019.

To reacquaint the reader with the foundation of the SSIP developed in Phase I, especially our Core Values and identified root causes, as well as some additional pertinent information from Phase II and III a brief summary has been included. Additionally, information related to previous years' completed goals and associated activities have been removed from this version.

For more in-depth information, we encourage the reader to review all of the reports which are available on the CDE website at: http://www.cde.state.co.us/cdesped/spp-apr

For additional information or to request hard copies of this report please contact:

Wendy Sawtell, State Systemic Improvement Plan Coordinator
Colorado Department of Education
1560 Broadway, Suite 1100, Denver, CO 80202
303-866-6749
Sawtell_W@cde.state.co.us

A. Overview

Revisiting Phase I and II to Understand Implementation Progress

Throughout the development of Phase I and II of our State Systemic Improvement Plan (SSIP), our stakeholders (e.g., educators, administrators, families, advocates, higher education leaders) were steadfast in their emphasis that students with disabilities are general education students first. They were strong in communicating their expectations that our improvement strategies should be focused to emphasize best first instruction in the general education environment. Throughout the development process not only did Colorado identify root causes, but we also developed vision statements of where we would like to be in five years (2019-2020 SY). The following identifies stakeholders' and department staffs' Core Values, Our Concerns (Table 1), and Vision Statements that have guided and continue to guide this work.

Our Core Values

- All children can learn to read and write as a result of effective teaching.
- All students must have access to rigorous standards-based curriculum and research-based instruction.
- All students must have access to effective universal instruction.
- Intervening at the earliest indication of need is necessary for student success.
- A comprehensive system of tiered interventions for differentiated instruction is essential for addressing the full range of student needs, including students below and above grade level.
- Collaboration among educators, families, and community members is the foundation for effective problem solving, instructional decision making, and successful literacy outcomes.
- Ongoing and meaningful involvement of families increases student success.
- Effective leadership at all levels in the education system is crucial for successful literacy development.

Table 1: Our Concerns Based Upon Phase I Data and Infrastructure Analyses: Identifying Root Causes

TEACHERS	LEADERS	SYSTEMS
Special education and general education teachers have limited knowledge regarding how to teach the five components of reading.	School instructional leaders do not sufficiently emphasize the shared responsibility of all staff for student success and a rigorous cycle of teaching and learning emphasizing best first instruction.	Special education teachers, general education teachers, and literacy specialists are not trained as a team nor given adequate common planning time for collaboration during the school day.
General education teachers and special education teachers have a limited knowledge regarding specialized instructional practices for teaching the five components of reading to students with disabilities.	School instructional leaders have limited knowledge regarding literacy instruction that hinders their ability to oversee comprehensive literacy programming.	Not all schools are using a core reading curriculum and/or consistent materials aligned to the Colorado Academic Standards.
Time and intensity are not always adequate for direct and explicit literacy instruction.	School instructional leaders do not adequately understand how to implement and sustain a multi-tiered system of supports.	Approaches to literacy instruction and interventions are fragmented and inconsistent.
Teachers do not systematically use data to inform instructional practices.	Leaders do not systematically use data to inform instructional practices.	Master schedules do not provide adequate time for best first instruction.
Teachers engage in minimal cross departmental collaboration for technical assistance and professional learning related to students with disabilities.	Leaders do not have strategies or opportunities to leverage funding in their schools.	Funding is maintained in silos and not leveraged in order to provide a coordinated set of learning activities to meet the needs of high risk students.

Our Vision of the Future

- Leaders, educators, and service providers demonstrate high expectations and believe that all students can learn; that growth outcomes can be achieved by everyone.
- 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 all students.
- A universal system of core instruction is provided to all students by the best qualified educator.
- A -tiered System of Support is established and robust, providing fluid and appropriate interventions for all students.
- Mentoring/Coaching is available for educators providing job-embedded and virtual TA on evidence-based instructional practices.
- Institutes of Higher Education require coursework for all pre-service teachers resulting in newly licensed teachers who know how to teach reading and leaders who know how to oversee comprehensive literacy programming.
- There are licensure requirements in place for new teachers that include updated expectations regarding literacy instruction.
- There are recommendations for Teacher and Principal Induction that build on pre-service education and the expectations of novice teacher and leaders which expands on effective and differentiated instruction for all students.
- Local, State, and Federal funding streams are leveraged and braided to provide a coordinated set of services.
- State level, District, and LEA collaboration and consistency is the norm.

Throughout Phase III stakeholders (e.g., educators, administrators, families, advocates, higher education leaders) have continued to be involved in deeper discussions related to our Core Values, Areas of Concern, and embracing the drive toward the vision of the future. As you, the reader, considers the SSIP goals, implementation activities, data, narrative, and plan adjustments that are communicated in this report, please take time to recall these three areas that continue to guide our plan.

State-Identified Measurable Result (SiMR*)

Students** in kindergarten, first, second and third grades 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.

*Based upon the Structured Literacy Project – (**Measured in Improvement Strategy Two)**
**Who attend one of the 17 SSIP project schools

Improvement Strategies

1. **Pre-Service Alignment**: In collaboration with key external stakeholders, especially Colorado Institutions of Higher Education (IHEs), and with the Support of the Collaboration of Effective Educators Development, Accountability, and Reform (CEEDAR) Center we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers to improve the professional learning infrastructure of the State. Long term we expect to see an impact statewide in improved literacy data after pre-service candidates have completed the aligned programming and induction recommendations for new teachers are aligned to pre-service completion. (Refinement of Strategy One will be discussed throughout the report beginning on page 11.)
2. **In-Service Professional Learning**: In collaboration key stakeholders across the State Education Agency, Districts, and 17 Schools that are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten, first, and second grade general educators and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction. We expect to see improved K-3 DIBELS data in the partner schools as demonstrated by students moving towards and maintaining "benchmark." Long term we expect a reduction in the number of students identified with a Significant Reading Deficiency (SRD) and improved proficiency on the 3rd grade statewide assessment for matched cohorts. (Refinement of Strategy Two will be discussed throughout the report beginning on page 23.)
3. **Leveraging Funds:** In collaboration with key stakeholders in the Unit of Federal Programs Administration (UFPA), districts, and participating schools, we will provide professional learning and opportunities to examine and use strategies for allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities. We expect to see improved literacy data as schools and districts utilize strategies that address comprehensive systemic improvement to meet the needs of students who are at risk of failure. (Refinement of Strategy Three will be discussed throughout the report beginning on page 26.)

Modification of Strategy Three:

Colorado Department of Education (CDE) Systems Alignment: In support of SSIP cross department work to braid funding sources and improve the infrastructure for the delivery of technical support to the field, we have engaged with key stakeholders across the CDE, to establish an integrated service delivery approach for districts by operating from a coherent, shared, prevention-based framework of support. While considering the effectiveness, feasibility, manageability and efficiency of our work, we will differentiate our technical assistance based on districts' and schools' needs. Long term we expect to see that districts will have an increased capacity to intervene and improve over time, and school level supports will be more effective and efficient, so that schools will be better able to meet the academic and behavioral needs of their students with disabilities and student outcomes will improve. This strategy builds on the work that has already been in place related to the partnership between Federal Programs and the Office of Special Education, specifically in the Connect for Success work.

Measurable Targets

The baseline represents all schools that were participating in the Early Literacy Assessment Tool Project (ELAT) when the targets were originally set. (Please see Phase I report, Pages 52-53, 59; Phase II report, Pages 12-16 for more information). The Structured Literacy Project began in a first grade pilot; Kindergarten was added next, followed by second grade in FFY 2017. During FFY 2018, third grade was added.

Table 2: Baseline and Targets for the number of students scoring in the "well-below benchmark" range at EOY should be "equal to" or "less than" the target.

Grade Level	Baseline Beginning of Year Sept.	Target(End of Year 2015) Pilot Year: FFY	Target (End of Year 2016)	Target (End of Year 2017) FFY 2016	Target (End of Year 2018) FFY 2017	Target (End of Year 2019) FFY 2018	Target (End of Year 2020) FFY 2019	Target (End of Year 2021) FFY 2020
K	28.00%	-	≤15.00%	≤13.00%	≤12.00%	≤11.00%	≤9.00%	≤9.50%
1	26.34%	≤23.00%	≤21.00%	≤19.00%	≤18.50%	≤18.00%	≤16.00%	≤15.50%
2	20.16%	-	-	-	≤16.50%	≤16.00%	≤16.00%	≤16.00%
3	23.46%	-	-	-	-	≤16.50%	≤19.00%	≤18.50%

Actual Data for FFY 2018

Table 3: Actual Data for FFY 2018 showing the number of students scoring in the "well-below benchmark" range at Beginning of Year and End of Year, the target for FFY 2018, and whether the target was met

SSIP Project Grade Level **(Matched Cohorts)**	**Actual Data: percentage of students scoring in the "Well Below Benchmark" range at the BOY during 2018-2019 SY**	**Actual Data: percentage of students scoring in the "Well-Below Benchmark" range at the EOY during 2018-2019 SY**	**Target EOY FFY 2018**	**Was the target met?**
Kindergarten (n=832)	36%	**6%**	≤11.00%	Yes
First Grade (n=868)	24%	**15%**	≤18.00%	Yes
Second Grade (n=879)	23%	**17%**	≤16.00%	No
Third Grade (n=931)	28%	**20%**	≤16.50%	No

We plan to establish a new baseline in FFY 2019 based on the Project Schools rather than the statewide baseline that is in place. Current targets based on the mclass DIBELS Progress planning tool for the 2018-2019 school year. According to this tool "Above Average Progress" for moving students out of "well-below benchmark" would indicate targets as following:

Table 4: mclass DIBELS Progress Planning Tool Data for the 2018-2019 School Year

Grade	BOY % Well Below Benchmark	EOY% Well Below Benchmark	Level of Progress
Kindergarten	36%	9%	Above Average Progress
1st Grade	24%	16%	Above Average Progress
2nd Grade	23%	16%	Above Average Progress
3rd Grade	28%	19%	Above Average Progress

B. Progress in Implementing the SSIP

Description of the State's SSIP implementation progress

a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed (Narrative data discussion of Improvement Strategy 2, which the State-identified measurable result is based upon, begins on page 32.)

b. Intended outputs that have been accomplished as a result of the implementation activities

Please see the following pages for blueprints covering the list of activities, progress in implementation, and the planned timelines for Improvement Strategies I, II, and III. The last column includes outputs that are either provided in the Appendices of this report or information referring the reader back to previous reports of the State Systemic Improvement Plan (SSIP). These reports are available at http://www.cde.state.co.us/cdesped/spp-apr

Improvement Strategy One

In collaboration with key external stakeholders, including the Colorado Department of Higher Education and Colorado Institutions of Higher Education (IHEs), and through the establishment of a Colorado State Leadership Team (CSLT) (Appendix A) we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers.

Goal 1: Teacher Preparation Improvement: Develop inventories of preparation practices and craft expected competencies for Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teacher candidates around the delivery of developmentally-appropriate literacy instruction, assessment, and intervention practices for students with disabilities (SWDs).

- **FFY 2018 Update –** the blueprint activities have been completed and can be reviewed in the FFY 2017 SSIP Report, pages 8 – 12.

Goal 2: Leader Preparation Improvement: Develop inventories of preparation practices around ensuring principal/leader candidates' ability to determine quality, and developmentally-appropriate, literacy practices for all students, including students with disabilities (SWDs), in PreK-12 classrooms.

- **FFY 2018 Update –** the blueprint activities have been completed and can be reviewed in the FFY 2017 SSIP Report, pages 13 – 14.

Goal 3: Alignment of Professional Learning Systems: The Colorado State Leadership Team (CSLT) will provide input on standards and best practices for induction for recipients of initial licenses in Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teacher and leader candidates.

- **FFY 2018 Update –** The CSLT will revisit this goal in the development of a new blueprint to determine if this goal is still a priority. The previously planned activities can be reviewed in the FFY 2017 SSIP Report, page 14-15.

Goal 4: Educator Preparation Program Approval/Evaluation. Provide recommendations for possible revisions to the state (CDHE/CDE) process for educator preparation program reauthorization (with specific attention to the evaluation of the training provided to prospective Pre-K through Grade 12 special education and Pre-K through Grade 6 general education teachers in literacy instruction for students with disabilities).

- **FFY 2018 Update –** The CSLT will revisit this goal in the development of a new blueprint to determine if this goal is still a priority. The previously planned activities can be reviewed in the FFY 2017 SSIP Report, pages 15-16.

Upon completion of these goals the Colorado State Leadership Team began the development of a new blueprint to inform the next stages of our collaborative work. We started with looking at the vision statements of the various partners and built that into our theory of action for the next stage of this strategy.

Colorado's State Departments' Guiding Vision Statements

Colorado Department of Education Vision:

All students graduate ready for college and careers, and prepared to be productive citizens of Colorado.

Connection to the CEEDAR Work: Colorado's P – 12 students with disabilities are ready for College and Careers because they have been taught by educators who attended Colorado Universities.

Colorado Department of Higher Education Vision:

All Coloradans will have an education beyond high school to pursue their dreams and improve our communities.

Connection to the CEEDAR Work: Pre-service candidate educators/leaders are being prepared to teach P -12 students with disabilities in an inclusive setting designed for all students in Colorado's local schools.

FFY 2018 – FFY 2022

COLORADO - CEEDAR BLUEPRINT

Improvement Strategy One - Table 5: This is a Living Document that is regularly updated and modified as needed. During FFY 2018 the team developed these goals and began to identify action steps, but this is still being developed with the assistance of IHE and District stakeholders.

GOAL 1
Build the capacity of Colorado Institutions of Higher Education (IHEs) to embed practices and frameworks that are supported by evidence and aligned to state requirements into preparation program coursework and clinical experiences.

Policy Lever Areas	**Areas of Emphasis**	**Connections to State Plans and Initiatives**
☒Educator preparation reform ☐Certification/licensure ☐Preparation program evaluation, approval, and/or review (including data systems)	☒Data collection and use ☐Alignment ☒Equity and access	☒State Systemic Improvement Plan ☐ESSA Plan ☒Other *(specify)* CDHE Strategic Plan - ***Colorado Rises: Advancing Education and Talent Development***
Outcomes ***Long-term:*** *Changes in condition (e.g., reformed policies and programs)*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1.) Long-term: Teachers of students with disabilities and leader candidates demonstrate effective use of evidence-based practices for specific populations, content areas, and/or topics (e.g., special education dually identified as English language Learners, twice exceptional, K-3)	• Observations of teacher and leader candidates during clinical experiences	• Annually (beginning fall 2019)

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
• Innovation Configuration reports • Completed CDE program matrix • Revised course syllabi • Revised program requirements	☐State Leadership Team ☐State Education Agency ☐Local Education Agency *(specify)* ☒Educator Preparation Programs: *UNC, UCCS, Regis, Western, CSU, MSU* ☐Other *(specify)*	☐Not yet started ☐In progress ☒Completed
Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1) Short-term: Increased faculty knowledge of evidence-based practices for traditionally marginalized students. (e.g., students with disabilities, English language learners.)	• ITA survey	• January/February 2019
2) Intermediate-term: Faculty incorporate additional, high-quality teaching and practice opportunities for evidence-based practices for marginalized students into candidate coursework and clinical experiences.	• Review of program matrix • Review of syllabi • Review of program requirements	• Spring/summer 2019

Tasks/Activities	Due Date	Status
1) Identify partner IHEs and faculty teams who will participate in the Innovation Configuration training and review process.	10/2018	Completed
2) Complete a crosswalk between the standards in CDE's educator preparation program matrix and the essential components of the Innovation Configuration.		
2.a.) K-5 Literacy Crosswalk	6/2017	Completed
2.b.) English Language Learner Crosswalk	11/2018	Completed
2.c.) Early Childhood Special Education (Ages 3-5) Crosswalk	4/2020	In process
2.d.) Early Childhood (Ages 0-8) Crosswalk	4/2020	In process
2.e.) Special Education (Ages 5-21) Crosswalk	6/2020	In process
2.f.) Elementary Education (K-5) Crosswalk	6/2020	In process
3) Conduct training on the Innovation Configuration and online IC tool.	11/30/18	Completed
4) Review selected initial licensure preparation program using the IC.	Spring 2019	Completed
5) Debrief IC review process and share lessons learned across faculty teams.	Spring 2019	Completed
6) Use tools and resources from CEEDAR and EPP colleagues to enhance coursework and clinical experiences to incorporate evidence-based practices for historically marginalized students.	On-going	In-process

GOAL 1—OBJECTIVE 2
Colorado CEEDAR partner IHEs will embed evidence-based practices and frameworks into educator preparation program coursework and clinical experiences based on their needs and contexts.

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
• Revised course syllabi • Revised program requirements • New preservice or in-service courses	☐State Leadership Team ☐State Education Agency ☐Local Education Agency *(specify)* ☒Educator Preparation Programs ☐Other *(specify)*	☐Not yet started ☒In progress ☐Completed
Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1.) Short-term: Increased faculty knowledge of evidence-based practices and frameworks when working with students with disabilities.	• ITA survey	• Fall 2019
2.) Intermediate-term: Faculty incorporate evidence-based practices and high-quality teaching and practice opportunities into candidate coursework and clinical experiences.	• Review of syllabi • Review of program requirements • Surveys from courses	• Spring/summer 2020

Tasks/Activities	Lead	**Status** Not yet started In progress Completed
1. Apply for CEEDAR funding to support mini-grants to CEEDAR partner IHEs.	CSLT leads	In progress
2. Create an application process for CEEDAR partner IHEs to propose individual university projects. (Simple, one-pager)	CEEDAR partner	Completed
3. Communicate application for funds from CSLT and any requirements to CEEDAR partner IHEs.	CEEDAR partner	Completed
4. Determine focal areas and goals for individual university projects.	CEEDAR partner IHEs	In progress
5. Submit applications for individual university projects to the CSLT.	CEEDAR partner IHEs	In progress
6. Determine mini-grant awards to CEEDAR partner IHEs. (tiered level of awards)	CSLT	In progress
7. Write an objective with supporting tasks, activities, responsible parties, and due dates for each funded project to include in the blueprint.	CEEDAR partner IHEs	In progress
7.a.) UNC objective: In collaboration with the CDE Literacy Specialist leading improvement strategy #2, create and host a free, online course module on Structured Literacy.	CEEDAR partner IHEs	In progress
7.b.) Regis Objective: Create crosswalks identified in Goal #1, Obj. #1	CEEDAR partner IHEs	In progress
7.c.) UCCS Objective: Create and host a free online resource hub for Strategies aligned and organized by the High Leverage Practices. Beginning area of focus is in Classroom Management.	CEEDAR partner IHEs	In progress
8. Provide technical assistance support to partner IHEs as they carry out their projects.	CSLT, CEEDAR	Not started

GOAL 2
Advance effective inclusive principal leadership in partnership with districts and educator preparation programs.

Policy Lever Areas	Areas of Emphasis	Connections to State Plans and Initiatives
☒Educator preparation reform ☐Certification/licensure ☐Preparation program evaluation, approval, and/or review (including data systems)	☒Data collection and use ☒Alignment ☒Equity and access	☒State Systemic Improvement Plan ☒ESSA Plan ☒Other *(specify)CDE Strategic Plan*

Outcomes ***Long-term:*** *Changes in condition (e.g., reformed policies and programs)*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1. **Long-term:** Based on Colorado's definition of inclusive principal leadership, EPPs, CDE, CDHE, and Districts will incorporate practices of inclusive leadership into programs and skill development opportunities.	• Data results related to communication strategies • Review of program requirements • Surveys from courses and PL • Review of alignment of CDE principal focused initiatives to Principal evaluation rubric	Fall 2020 and then Annually

Considerations for Sustainability and Scale-Up
Colorado has several pieces that will aid in scale-up and sustainability. Legislation was passed in the Spring 2019 session that focuses on leadership development opportunities out of the CDE. Additionally the newer Principal Evaluation rubric evaluates the in-service principal on this expectation. Aligning this work to the Principal Licensure requirements and evaluation rubric will speak to long-term sustainability.

GOAL 2—OBJECTIVE 1
Craft a shared definition for inclusive leadership

Outputs *What will we produce?*	**Responsible Party**	**Status**
Shared definition of inclusive leadership	☒State Leadership Team ☐State Education Agency ☐Local Education Agency *(specify)* ☐Educator Preparation Programs ☐Other *(specify)*	☐Not yet started ☒In progress ☐Completed
Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1. Short-term: Document with shared definition for inclusive leadership	Document	Fall 2019
2. Long-term: • Wide use of inclusive leadership practices by leaders in Colorado • Better student access to effective instruction	Survey Observation	Cyclical (Accreditation)

Tasks/Activities	**Lead**	**Due Date**	**Status** Not yet started In progress Completed
1. Identify potential members for "steering committee" to develop definition	Ed Talent Lead	Oct 17, 2019	Completed
2. Review current CPQS Rubric for components of inclusive leadership defined by CDE	Ed Talent Lead	Nov 11, 2019	Completed
3. Investigate other definitions/components of inclusive leadership	CSLT Working Group and Stakeholders	Nov 11, 2019	Completed

Tasks/Activities	Lead	Due Date	**Status** Not yet started In progress Completed
4. Create a draft of the document defining a shared definition of inclusive leadership	CSLT Working Group and Stakeholders	Nov 11, 2019	In Progress
5. Seek stakeholder feedback on draft	CSLT Working Group and Stakeholders	Spring 2020	In Progress
6. Adjust definition and finalize document	CSLT Working Group and Stakeholders	Spring 2020	Not Started
7. Use document to inform resource guide/bank	CSLT Working Group and Stakeholders	Spring 2020	Not Started

GOAL 2—OBJECTIVE 2
Provide learning opportunities for EPPs—Spring 2020 (PLC, training on tools and resources, etc.)

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
TBD	☒State Leadership Team ☐State Education Agency ☐Local Education Agency *(specify)* ☐Educator Preparation Programs ☐Other *(specify)*	☐Not yet started ☒In progress ☐Completed
Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
In discussion	In discussion	In discussion

Tasks/Activities	**Lead**	**Status** Not yet started In progress Completed
1. Set date for Spring Higher Ed Institute and address all convening logistics	Brittany, Faye, Wendy	Completed
2. Develop invitation and agenda to send out to colleagues	Kris and Margaret	In Progress
3. Gather feedback from IHE related to Resource Development		

GOAL 2—OBJECTIVE 3
Create a shared resource guide/bank for use by preparation programs, school and district leaders, and leadership candidates

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
Online resource guide/bank available related to inclusive leadership and founded in the shared inclusive leadership document and the Colorado Principal Quality Standards	☒State Leadership Team ☐State Education Agency ☐Local Education Agency *(specify)* ☐Educator Preparation Programs ☐Other *(specify)*	☐Not yet started ☒In progress ☐Completed
Outcomes ***Short-term:*** *Changes* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1. Short-term: Principal preparation programs, induction programs, and schools/districts have access to information bank as a resource for increased understanding of inclusive leadership	In discussion	In discussion
2. Long-term: • Wide use of inclusive leadership practices by leaders in Colorado • Better student access to effective instruction	In discussion	In discussion

Tasks/Activities	Lead	Due Date	Status Not yet started In progress Completed
1. Create team for work on resource guide (creating a principal resource guide modeled on the Teacher Resource Guide)	Margaret, Jen, Kris	November 2019	In Progress
2. Review definition and CPQS Rubric to identify potential targets for resource guide	TBD	TBD	
3. Seek stakeholder feedback on needs			
4. Review available online free resources			
5. Identify gaps in available resources			
6. Create "draft" website/guide linking resources available by areas connected to inclusive leadership			
7. Seek stakeholder feedback on draft of website/guide			
8. Make changes based on feedback and finalize resource guide/bank			
9. Identify how to disseminate information to: • ALT licensure/certification • Induction / In-service • Principal supervisor network • SPED directors Institutions of Higher Education			
10. Disseminate information			

GOAL 3
Identify and share best practices for educator preparation program reflection, review, alignment, and continuous program improvement.

Policy Lever Areas	Areas of Emphasis	Connections to State Plans and Initiatives
☒Educator preparation reform ☐Certification/licensure ☒Preparation program evaluation, approval, and/or review (including data systems)	☒Data collection and use ☒Alignment ☐Equity and access	☐State Systemic Improvement Plan ☐ESSA Plan ☒Other *(specify) SB19-190*

Outcomes ***Long-term:*** *Changes in condition (e.g., reformed policies and programs)*	Data Source(s) *How will we measure this outcome?*	Progress Monitoring *When/how frequently will we collect data on this outcome?*
1.) Long-term: CSLT guidance informs changes in CDE program review policy and procedure.	EPP alignment based upon guidance evidenced via program reauthorization	EPP alignment plan submission Three year phase in

GOAL 3—OBJECTIVE 1
Create and share guidance documents, tools, and resources for educator preparation program leaders that can be used to support continuous improvement across the lifespan of a program and in accordance with the requirements of Senate Bill 19-190.

Outputs *What artifacts, deliverables, or products will we produce?*	Responsible Party	Status
• Standardized implementation plan template	☒State Leadership Team ☐State Education Agency	☐Not yet started ☒In progress

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
• Crosswalk between ICs and state matrices in reading • Compendium of field experience resources	☐Local Education Agency *(specify)* ☐Educator Preparation Programs ☐Other *(specify)*	☐Completed

Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
1.) Short-term: Increased awareness of IHE leaders of tools and processes that can help strengthen continuous improvement of programs.	In discussion	In discussion
2.) Intermediate-term: Faculty teams use identified tools and processes to continuously improve programs.	In discussion	In discussion

Tasks/Activities	**Lead**	**Due Date**	**Status**
1. Create a standardized implementation plan template for Colorado IHEs.	Brittany, Mary, Ann, George, Lindsey, CSLT	December 2019	Completed
2. Share the resources at the November convening. Provide ongoing support to IHEs for plan submission to legislature by 3/1/2020	Brittany	November 2019	Completed
3. Additional content experts as identified by the CLST will review the draft crosswalk and recommend revisions.	Jen, Ellen, Alex	December 2019	In progress
4. Finalize the crosswalk.	Melissa B	January 2020	In progress
5. Compile resources to support Colorado IHEs in creating and/or strengthening supervised, field-based experiences of at least one full, continuous school year in duration.	Kathleen, George, Lindsey	February 2020	

GOAL 3—OBJECTIVE 2
In coordination with the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE), support Colorado Institutions of Higher Education (IHEs) to carry out continuous improvement activities from implementation plans submitted to CDE/CDHE by March 1, 2020.

Outputs *What artifacts, deliverables, or products will we produce?*	**Responsible Party**	**Status**
Best Practices Guidelines Template for Best Practices to be implemented in EPPs	☐State Leadership Team ☒State Education Agencies (CDE & CDHE) ☐Local Education Agency *(specify)* ☐Educator Preparation Programs ☐Other *(specify)*	☐Not yet started ☒In progress ☐Completed
Outcomes ***Short-term:*** *Changes in awareness and knowledge* ***Intermediate-term****: Changes in behavior*	**Data Source(s)** *How will we measure this outcome?*	**Progress Monitoring** *When/how frequently will we collect data on this outcome?*
Increase knowledge of best practice expectations from CDHE and CDE	Completion of template indicating plan	Annually
IHE programs will engage alignment and implementation activities over three years	Evidence in reauthorization process	Cyclical

Tasks/Activities	**Lead**	**Due Date**	**Status**
1. Develop Best Practices Guidance	CDHE Lead Ed Talent Lead	Jan 1, 2020	Completed (Appendix A)
2. Develop Template for EPP alignment plan for submission	CDHE Lead Ed Talent Lead	Dec 13, 2019	Completed (Appendix B)
3. Alignment report in the spring	IHE Partners	March 1, 2020	Completed
4. Provide ongoing support to IHEs to help program phase in implementation of identified best practices over the following three academic years	CDHE Lead Ed Talent Lead	May 31, 2022	In process
5. Policy recommendations for continuous improvement	CDHE Lead Ed Talent Lead	On-going	Not started

Improvement Strategy Two

In collaboration key stakeholders across the State Education Agency, Districts, and 17 Schools who are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, elementary special educators, K-3 grade general educators, and elementary related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

Many of the activities of the Structured Literacy Project have been completed, but several are in an "on-going" status as we move the work into the third grade. The completed activities have been removed from the following tables and only the on-going activities remain. The numbers for the objective, tasks, and activities have not been changed in below to ensure consistency with the previous reports.

- **FFY 2018 Update –** the blueprint Objectives and Activities that have been completed and can be reviewed in the FFY 2017 SSIP Report, pages 18-25.

Goal 1— Table 6: Develop implementation blueprint and build capacity of state staff to provide advance and just- in-time professional learning for partner elementary school principals and teachers during year one of the Phase III Structured Literacy Project.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective	**Task 2:** Develop capacity of literacy coaches in CDE policies and procedures, project goals and expectations; provide professional learning in the Structured Literacy Routine and coaching.	Literacy Specialists	June 28, 2019	In Process
Objective	**Activity 1**: Attend professional learning events with assigned schools to develop relationships with teachers	Literacy Coaches	June 28, 2019	In Process
Objective	**Activity 2:** Attend monthly literacy coach meeting to build capacity and engage in peer- to-	Literacy Coaches	June 28, 2019	In Process

Goal 2— Table 7: Provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based instructional practices, and effective use of assessment tools and data in order to positively impact early reading achievement (K-3) through a specific focus on improving instructional practice and accelerating literacy growth.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 1:	**Task 1:** Provide professional learning for the new educators at the partner schools	Literacy Specialists	July 28, 2019	In Process **Sample documents available in Phase III, FFY 2015 Report**
Objective 3:	**Task 1:** Coordinate with Amplify, the vendor contracted by CDE to educate end users, to provide PL on proper DIBELS administration procedures.	Literacy Specialists	July 28, 2019	In Process **Grade 3 Scope and Sequence (Appendix E)**
Objective 3:	**Task 2:** Work with teachers to develop progress monitoring schedule for each child based upon beginning (BOY) and middle of year (MOY) assessment data.	Literacy Coaches	July 28, 2019	In Process
Objective 4:	**Task 1:** Develop and provide initial professional learning for Structured Literacy Routine for all participating teachers.	Literacy Specialists and Literacy Coaches	July 28, 2019	In Process
Objective 4:	**Activity 1:** Conduct 7 two-day professional learning sessions hosted by partner districts.	Literacy Specialists	Septem ber 15, 2018	In Process

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 4:	**Activity 2:** Provide participants with all teacher resources required to implement the Structured Literacy Routine.	Literacy Specialists and Literacy Coaches	September 15, 2018	In Process
Objective 4:	**Activity 3:** Provide initial implementation coaching, modeled Structured Literacy lessons, use of evidence-based practices, and classroom and individual consultation.	Literacy Coaches	September 15, 2018	In Process
Objective 4:	**Activity 4:** Evaluate classroom and school instructional resources and purchase necessary items.	Literacy Specialists and Literacy Coaches	July 28, 2018	In Process
Objective 4:	**Task 2:** Coach teachers to implement the Structured Literacy Routine in targeted, flexible small-group settings.	Literacy Coaches	June 28, 2018	In Process
Objective 4:	**Task 3:** Coach teachers to create visual displays and/or data walls to inform instruction in each school participating in the Structured Literacy Project.	Literacy Coaches	June 28, 2018	In Process
Objective 6:	**Task 1:** Provide professional learning and coaching at school and individual level to continue building teacher capacity in understanding the underlying research that informs the use of the Structured Literacy Routine.	Literacy Specialists and Literacy Coaches	June 28, 2019	In Process
Objective 6:	**Activity 1:** Schedule and deliver PL to teams of educators with similar needs.	Literacy Coaches	June 28, 2019	In Process
Objective 6:	**Activity 2:** Provide embedded coaching to individual teachers to address specific areas of need.	Literacy Coaches	June 28, 2019	In Process

Goal 3— Table 8: Increase the effectiveness of the comprehensive literacy programing at each of the participating schools.

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status
Objective 2:	**Task 1:** Form strong collaborative relationships with building principals and develop their understanding of project goals and expectations.	Literacy Specialists and Literacy Coaches	June 28, 2019	In Process
Objective 2:	**Task 2:** Provide professional learning and coaching for instructional leaders to oversee the delivery of language and literacy instruction in their schools.	Literacy Specialists and Literacy Coaches	June 28, 2019	In Process
Objective 2:	**Activity 2:** Ensure consistent utilization of the observation form with Principal feedback on teacher progress.	Literacy Coaches	In Process	In Process
Objective 2:	**Task 3:** Provide coaching on master scheduling that allow for targeted small-group instruction, effective use of staff time and deep analysis of progress- monitoring data.	Literacy Specialists and Literacy Coaches	June 28, 2019	In Process

Improvement Strategy Three

Initial Strategy: In collaboration with key stakeholders in the Unit of Federal Programs Administration (UFPA), districts, and participating schools, we, the Exceptional Student Services Unit (ESSU), will align and leverage allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities.

Goal 1— In collaboration with UFPA, the Office of Literacy, and the LEA Special Education and Title Directors, examine braiding of supplemental federal funding streams.

- **FFY 2018 Update –** the blueprint activities have been completed and can be reviewed in the FFY 2017 SSIP Report, page 26.

Goal 2 – In collaboration with the Unit of Federal Program Administration (UFPA), we will coordinate a grant, Connect for Success, along with the provision of Technical Assistance using braided funds from Title I and IDEA.

- **FFY 2018 Update –** the blueprint activities have been completed and can be reviewed in the FFY 2017 SSIP Report, pages 27-29.

Refined Strategy: As previously stated, we have refined strategy three. The two goals from our initial strategy are continuing within the next stage of this work, but there is an added depth to meet the needs of the field.

Colorado Department of Education (CDE) Systems Alignment: In support of SSIP cross department work to braid funding sources and improve the infrastructure for the delivery of technical support to the field, we will engage with key stakeholders across the CDE, to establish an integrated service delivery approach for districts by operating from a coherent, shared, prevention-based framework of support. While considering the effectiveness, feasibility, manageability and efficiency of our work, we will differentiate our technical assistance based on districts' and schools' needs. Long term we expect to see that districts will have an increased capacity to intervene and improve over time, and school level supports will be more effective and efficient, so that schools will be better able to meet the academic and behavioral needs of students with disabilities and student outcomes will improve.

Figure 1 provides an overview of the logic model and anticipated outcomes.

Situation	Inputs	Activities	Outputs	Short Term Outcomes	Mid Term Outcomes	Long Term Outcomes
Units/Offices are fragmented with each using different models/approaches **Current method of service delivery is disjointed; sometimes based upon relationships rather than embedded in process** **There are multiple touch points across the two Divisions for districts/schools to activate a TA request leading to duplication of services and customer confusion** **Communication is disjointed and unclear for efficient and effective deployment of resources** **Evaluation of TA is inconsistent and often measures different elements** **Allocation of funds utilizes various methodologies across the 2 Divisions**	**4 Domains, 5 essential components of MTSS, 8 Standards for Instruction and Continuous Improvement, other** **Inventories of current supports offered across the state through the 2 Divisions** **EASI Application; other methods of access** **Communication Plan and Protocols across the 2 divisions (internal and external)** **Evaluations currently used across the 2 divisions and the data results** **Budget matrices from Offices, decision making tools, allocation tools**	**Develop common language and common framework** **Develop an interactive, searchable inventory of services offered by whom and when** **Develop an electronic single entry point for accessing all TA requests across the 2 Divisions as well as the roles & responsibilities of the Support Coordinator** **Develop a single communication plan and protocols that includes a feedback loop to address both policy and practice** **Develop a limited number of highly effective evaluation questions for the various TA offerings** **Develop a single model for making strategic decisions for annual resource allocation**	**Easily understandable and agreed upon language /framework** **Electronic Resource for CDE staff: Easy to access / navigate / update inventory of supports** **Electronic Resource for District staff: Easy to access / navigate / request TA / apply for support** **Single communication plan and protocols for deployment of resources across the 2 divisions** **Electronic Resource for CDE staff: Easy to access / navigate / utilize / analyze responses** **Human and fiscal resource allocation are streamlined and based upon identified needs of Districts and Schools**	**CDE Staff in Student Learning and School & District Performance Divisions are trained in new model** **Inventory completed of TA offered, where, when across the entire state. Decisions made regarding Menu of Support** **All touch points identified with methods used to access TA. Roles & responsibilities defined.** **CDE Staff in Student Learning and School & District Performance Divisions are trained in new protocols** **Highly effective evaluation questions are selected and evaluation is coordinated across the 2 divisions** **Decision Making rubric, criteria, and Allocation tool developed**	**New model is used in new EASI sites and website reflects new model** **All CDE Staff in Student Learning and School & District Performance Divisions are trained in using the interactive resource tool** **All CDE Staff in Student Learning and School & District Performance Divisions and Districts requesting TA are trained in using the single entry point** **Protocols are implemented with new EASI applicants** **All CDE Staff in Student Learning and School & District Performance Divisions are trained in using the evaluation tool** **Allocation tool is piloted with new EASI applicants**	**New model is embedded in the way we do work across the department** **Duplication of services are reduced to 0% in the Student Learning and School & District Performance Divisions** **Single entry point is fully implemented and utilized by all districts requesting TA from the divisions 100% of the time** **Communication Plan and protocols are implemented with 100% of districts requesting TA from the 2 Divisions** **Data is analyzed semi-annually and adjustments are made to improve TA** **Allocation tool is used 100% of the time for strategic decision making**

ASSUMPTIONS

Technology and Resources are sufficient to support changes
Staff are ready and willing to collaborate

EXTERNAL FACTORS

Any new legislation will support systemic changes being implemented

Description of Stakeholder Involvement in SSIP Implementation and Evaluation

(Discussion is woven throughout the narrative portions of this entire report to address the following elements)

a. **How stakeholders have been informed of the ongoing implementation of the SSIP**
b. **How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP**
c. **How stakeholders have been informed of the ongoing evaluation of the SSIP**
d. **How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP**

Throughout the entire process stakeholders have participated in decision-making and plan adjustments based upon quantitative and qualitative data and kept informed of the progress through ongoing stakeholder meetings, email, and web postings. It has been exciting to see the crossover work between the state plan for the Every Student Succeeds Act and the State Systemic Improvement Plan, as well as exploration of possible alignment activities with the plan established for the State Personal Development Grant. Intentional focus in the target areas are leading to improved alignment across the SEA that is leading to improved coordination of technical assistance and professional learning provided to the field.

Stakeholder participation continues to be essential as they are integral partners in implementation and evaluation of the activities and goals. Each of the three major improvement strategies intertwine with the others; some stakeholders are engaged across all three strategies, while other stakeholders are primarily focused on one particular thread.

Improvement Strategy One is currently in the process of being updated to reflect the conclusion of the work laid out in the State's CEEDAR 1.0 blueprint, to and develop a new blueprint for the CEEDAR 2.0 work between FFY 2018 – FFY 2022. The CDE State Systemic Improvement Plan Leadership Team continues to work with primary stakeholders established in CEEDAR 1.0 which includes three Institutions of Higher Education (IHE), the University of Northern Colorado (UNC), the University of Colorado at Colorado Springs (UCCS), and Regis University. The Metropolitan State University of Denver (Metro) has stepped back due to two CEEDAR champions departing Metro. Appointed faculty representatives continue to receive information and invitations to participate in the work, but at this point they have not fully reengaged in the work (Appendix A).

In May 2018, the Colorado State Leadership Team (CSLT) reached out to every College and University that prepares teachers in Colorado to invite them to be a part of the project. We met with the Colorado Council of the Deans of Education to give them a progress update of the work accomplished in CEEDAR 1.0 and to engage in a thoughtful discussion of next steps. At the end of that meeting, we extended an invitation to all Deans to engage with us in CEEDAR 2.0 and by the end of FFY 2018, in addition to our existing partners (UNC, UCCS, and Regis), Fort Lewis College and Colorado State University (CSU) expressed interest to participate in CEEDAR 2.0. Additionally, the Academic Policy Officer for Educator Preparation from the Colorado Department of Higher Education has also joined the CSLT.

The development of the new blueprint commenced and it was informed by input from the IHE stakeholders as well as representatives from the Colorado Departments of Higher Education (CDHE) and K-12 Education (CDE). Additionally, perception and fidelity data from school level partners regarding the implementation of the Structured Literacy Project contributed to the blueprint development which continues to have activities focused on aligning language and literacy instruction in pre-service education through induction opportunities and on-going professional learning of newly licensed educators. However, based on stakeholder feedback and additional data from Strategies Two and Three of the SSIP, the Colorado State Leadership Team (CSLT)

expanded the blueprint focus toward improving professional learning and technical assistance for Inclusive Principals. Recognizing that school leaders can help or hinder system change stakeholders believe, and the CDE leadership team concur, that this is an essential area of focus toward scale up and sustainability. This work also closely aligns with Colorado's legislative priorities as well as CDE's and CDHE's strategic plans.

The October 2017 report from CEEDAR 1.0, Strengths and Promising Practices of Colorado Educator Preparation Programs and Perceived Preparedness of New Educators for Early Literacy Instruction (Phase III, FFY 2017, pg. 31-32), was instrumental in gathering stakeholder input from across the state including educator preparation program faculty, directors of special education from local school districts, teachers, and families.

Table 9: Information from the report that informed the development of the new blueprint, specifically in the four areas indicated.

Table 1

Category	Learning from Report	Opportunity for Future Blueprint and other Strategies in SSIP
Colorado's Current Literacy Context	Principals in particular are observed by literacy coaches and special education directors as lacking classroom experience and tend to focus on Colorado literacy context in terms of compliance and requirements *as building managers,* but not necessarily in terms of instructional leadership.	Provide aligned professional learning and technical assistance for Principals to build skills as instructional leaders in an inclusive setting.
First-Best Instructional Practices in Language and Literacy	The availability of exemplary instructional practices in existing classroom settings is particularly important in this domain of preparation. If there are a lack of models of first-best instructional practices demonstrated by veteran teachers and leaders, then candidates lack adequate field learning experience opportunities.	In collaboration between the CEEDAR IHE partner Universities, CDE, and local Districts, coordinate clinical practice opportunities in schools that are focused on the implementation of the Structured Literacy Project.
Differentiating Language and Literacy Instruction to Ensure the Success of All Students	Educator preparation faculty described plenty of exposure and opportunities to practice differentiation for their candidates. Yet the literacy coaches and special education directors observe that most experienced teachers do not even begin to tackle it until their fourth or fifth years, let alone brand-new teachers. These findings warrant an examination of expectations on new teachers to master this complex skill and address preK-6 student needs and new educator training according to realistic existing conditions.	In collaboration with CEEDAR partners and other offices within CDE, develop opportunities for skill development focused on high leverage practices designed for pre-service and current educators of students with disabilities.
Language and Literacy Assessment Practices,	Instead of focusing on any one specific assessment, the special education directors recommended teaching deeply the concepts and processes behind assessments for formative and	In collaboration with the CDE P-3 Office, the Office of Assessment, and the Office of Learning Supports, increase

Category	Learning from Report	Opportunity for Future Blueprint and other Strategies in SSIP
Assessment Tools, and Data-Based Decision Making	instructional purposes.	focus on developing skills in Data-Based Individualization (DBI) for current educators.

Improvement Strategy Two is focused on the professional learning of educators who are currently teaching language and literacy to students in K-3 classrooms. The primary stakeholders in this project are the embedded literacy coaches, classroom teachers, special education teachers, specialists, interventionists, and the principals who oversee the comprehensive literacy programming in the partnering schools. Teacher and leader feedback regarding student progress and evaluation of the activities have been essential for strong implementation (See Appendix F for educator feedback and Appendix G for desired new learning). These stakeholders are engaged with the embedded project coaches and literacy specialists to fully examine the data and make decisions about next steps for individual teachers as well as school level decisions.

Currently there are 7 districts with 17 participating schools in Phase III, FFY 2018. The school principals continue to be closely engaged with the embedded Literacy Coach in the development, implementation and evaluation growth of a comprehensive literacy program in each school. The input and recommendations from the Principals and Teachers continue to be foundational to the work of the project, which is guiding timelines and identifying critical infrastructure needs for future scale-up timelines, resources, and adjustments in coaching based upon their feedback on what works and does not work. Detailed information is included in the implementation discussion beginning on page 32 of this report.

Improvement Strategy Three

During the spring of 2017, the Colorado Department of Education moved forward with intentional alignment activities across two major divisions in the department, the Student Learning Division and the School Quality and Support Division. A State Management Team (SMT) was developed to provide vision, guidance, and remove barriers that hinder progress. For more information, an organization chart can be viewed at: http://www.cde.state.co.us/cdecomm/cdeorgchart)

The initial focus of the SMT has been infrastructure development and systems alignment across the state department in support of low performing systems (LPS) identified through Federal and State accountability processes. Under the direction of the SMT, one of the first action steps within department was the development of a single entry point and online application for districts to apply for services and grant funding for their identified schools. The initial roll-out of the single application for school improvement grant funds was in the fall of 2017. Based upon stakeholder feedback, specific changes implemented during FFY 2018 were:

1. The addition and expansion of offered services
    - Exploration Route (added program reviews for English language learners and students with IEPs; added Foundations of Literacy - 7 session course)
    - Connect For Success (expanded to middle, high, and alternative education campuses) (CfS was the foundation of Improvement Strategy Three)
    - Alternative Education Campus pilot for program improvement
2. The number of routes were reduced to aid the districts in decision making

3. Eligibility criteria was expanded for districts seeking competitive grants
4. Budget requirements were streamlined and fully incorporated into the online application process to ease the burden on districts.

The Logic Model on page 27 of this report provides additional information regarding the direction of this work.

One area of significant infrastructure alignment was the development of four cross department teams all focused on specific aspects of the work. The four teams are the State Management Team, the EASI (Empowering Action for School Improvement) Team, the Support Coordinator Team, and the Service Design Team. The roles and responsibilities of each team can be seen in the Appendix H. Each team meets regularly, receives communication updates from the other teams, and work to coordinate efforts to improve the work flow within the department. The intent is to create a streamlined process for districts and schools to request and receive supports from the State.

In collaboration with the State Implementation and Scaling up of Evidence Based Practices Center (SISEP), the Service Design Team has developed Procedures (Appendix I), Alignment Tool (Appendix J), and Process for Analysis (Appendix K), that considers multiple initiatives, projects, services offered from CDE out to the field. In order to deepen the cross department work, several categories of services are going through the alignment process (e.g., principal initiatives, data-based decision making and problem-solving training, services for schools identified through state and/or federal accountability, etc.)

C. Data on Implementation and Outcomes

1. **How the State monitored and measured outputs to assess the effectiveness of the implementation plan.**
2. **How the State has demonstrated progress and made modifications to the SSIP as necessary.**

Strategy Two - Structured Literacy Project's Theory of Action: If we provide professional learning and technical assistance related to language and literacy instruction for current teams of Kindergarten – 3rd grade special educators, general educators, special service providers, and leaders then our current educators will have increased knowledge and skills to teach language and literacy to K-3 students and our students in grades K-3 will improve their reading proficiency by the 3rd grade.

State-identified Measurable Result: Students* in kindergarten through third grade 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. (*who attend one of the 17 SSIP project schools)

Detailed Discussion of Improvement Strategy II

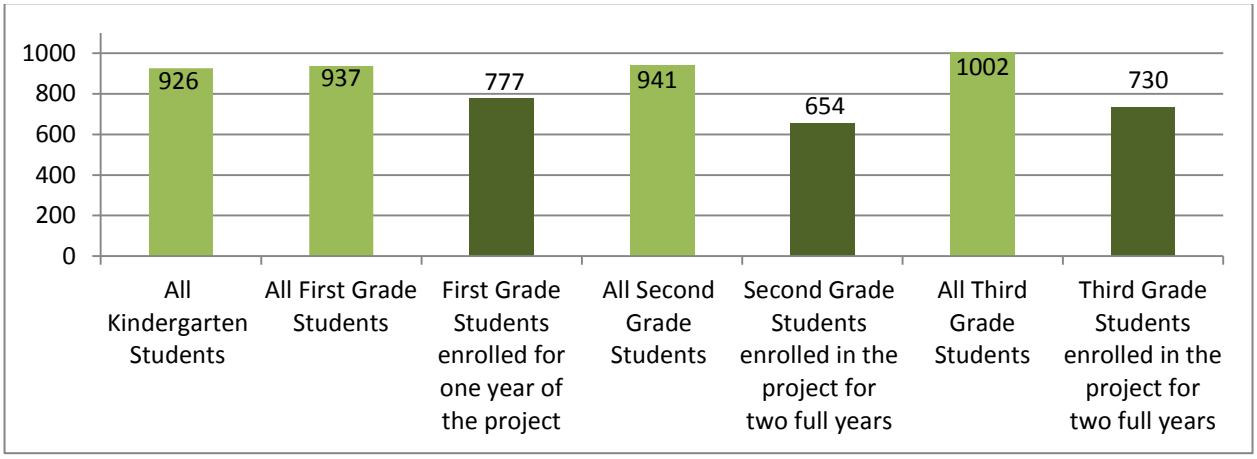
As previously stated, the State-identified measurable result is based upon strategy two. The current reporting year (2018-2019) began with one continuing Phase II pilot school and sixteen continuing Phase III schools. Together these seventeen schools had 3,806 students enrolled in K-3rd grades and 172 participating classrooms in these seventeen schools. Table 10 below shows the distribution of the 3,806 participating students across the four grade levels at the beginning of the year.

Table 10: Numbers of students participating in the Structured Literacy Project based on the *DIBELS Next, Beginning-of-the-Year, Benchmark Assessment,* 2018-2019 SY

Grade Level	# of Students	# of Classrooms
Kindergarten	926	42
1st Grade	937	45
2nd Grade	941	42
3rd Grade	1002	43
TOTAL	3,806	172

Three Matched Cohorts: Based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next©), Beginning-of-the-Year (BOY) Assessment reports (2018-2019 SY), 69% of the enrolled second-grade students (654 students) had participated in the Structured Literacy Project for two full years, beginning in the fall of the 2016-2017 SY as Kindergarteners (Matched Cohort K-2). 73% (730 students) of the enrolled third-grade students had also participated in the Project for two full years beginning in the fall of the 2016-2017 SY as first-graders (Matched Cohort 1-3). 83% of the enrolled first graders (777 students), at the start of the 2018-2019 SY, had participated in the Project for one full year which form an additional grade-level matched cohort (Matched Cohort K-1). Table 11 below show student numbers in each of these cohorts.

Table 11: Based on grade level, numbers of all students and matched cohorts of students participating in the Structured Literacy Project based on the DIBELS Next, Beginning-of-the-Year, Benchmark Assessment, 2018-2019 SY



Kindergarten: At the beginning of the 2018-2019 SY, 926 Kindergarteners were enrolled in the participating seventeen schools. 36% of the newly enrolled Kindergarten students scored in the Well-Below Benchmark range on the Beginning-of-the-Year DIBELS Benchmark Assessment. (Baseline data from 2014 had 28% of newly enrolled Kindergarten students in the Well-Below benchmark range indicating up to an 8% increase in the number of students beginning in the Well-below benchmark range.) This group combined with the 19% of Kindergarten students with scores in the Below Benchmark range placed more than half of the 926 students (55%), below the basic DIBELS Benchmark level at the start of their Kindergarten year (2018-19 SY). Table 12

below shows the percentages of beginning Kindergarteners in each of the DIBELS Benchmark Assessment performance categories.

Table 12: Percentage of Kindergarten students in seventeen schools on their initial Beginning-of-the-Year DIBELS Benchmark Assessment for the 2018-2019 SY

Category	Matched Cohort n=0	Unmatched Cohort n=926
Above Benchmark	N/A	29%
Benchmark	N/A	16%
Below Benchmark	N/A	19% (n=180)
Well-Below Benchmark	N/A	36% (n=333)

First Grade: At the beginning of the 2018-2019 SY, 937 incoming first-grade students were administered the Beginning-of-the-Year *DIBELS Next*© Benchmark Assessment at the 17 Project schools. 777 of these students comprised matched cohort K-1, having participated in the Structured Literacy Project as Kindergarteners during the 2017-18 SY. 69% of the matched cohort of first-grade students began the 2018-19 SY at or above the Benchmark range on the Beginning-of-the-Year DIBELS Benchmark Assessment (BOY) while 65% of all incoming first-grade students who were administered the BOY DIBELS Benchmark Assessment (Unmatched cohort) achieved scores in the Benchmark or Above Benchmark categories. 20% of the matched cohort of first-grade students began the 2018-19 SY in the Well-Below Benchmark range on the BOY, while 24% of the unmatched cohort scored well-below benchmark.

The matched group combined with the 11% of first grade students in the matched cohort with scores in the Below Benchmark range placed 241 students below the basic DIBELS Benchmark level at the start of their first grade year (2018-19 SY). Table 13 shows the percentages of first grade students in each of the DIBELS Benchmark Assessment performance categories.

Table 13: Comparisons in the percentages of students in each performance category among all 1st graders in the matched* and unmatched cohorts on the Beginning-of-the-Year (BOY) SY 2018-2019 DIBELS Next Benchmark Assessment composite score (seventeen schools: one Phase II pilot school and sixteen Phase IIII schools)
***Interval of matched cohort is one full year (BOY, 2017-2018 SY to BOY, 2018-2019 SY)**

Category	Matched Cohort (K-1) n = 777	Unmatched Cohort n= 937
Above Benchmark	54%	50%
Benchmark	15%	15%
Below Benchmark	11% (n=86)	11%
Well-Below Benchmark	20% (n=155)	24%

Second Grade: 71% of the matched cohort of second-grade students began the 2018-19 SY at or above the Benchmark range on the Beginning-of-the-Year DIBELS Next Benchmark Assessment (BOY) while 69% of all incoming second-grade students who were administered the BOY DIBELS Benchmark Assessment (Unmatched cohort) achieved scores in the Benchmark or Above Benchmark categories. 21% of the matched cohort of second-grade students began the 2018-19 SY in the Well-Below Benchmark range on the BOY, while 23% of the unmatched cohort scored well-below benchmark.

The matched group combined with the 8% of second grade students in the matched cohort with scores in the Below Benchmark range placed 190 students below the basic DIBELS Benchmark level at the start of their second grade year (2018-19 SY). Table 14 below shows the percentages of second grade students in each of the DIBELS Benchmark Assessment performance categories.

Table 14: Comparisons in the percentages of students in each performance category among all 2nd graders in the matched* and unmatched cohorts on the Beginning-of-the-Year (BOY) SY 2018-2019 DIBELS Next Benchmark Assessment composite score (seventeen schools: one Phase II pilot school and sixteen Phase IIII schools).
***Interval of matched cohort is two full years (BOY, 2016-2017 SY to BOY, 2018-2019 SY)**

Category	Matched Cohort (K-2) n = 654	Unmatched Cohort n= 941
Above Benchmark	45%	42%
Benchmark	26%	27%
Below Benchmark	8% (n=53)	8%
Well-Below Benchmark	21% (n=137)	23%

Third Grade: 66% of the matched cohort of third-grade students began the 2018-19 SY at or above the Benchmark range on the Beginning-of-the-Year DIBELS Benchmark Assessment (BOY) while 62% of all incoming third-grade students who were administered the BOY DIBELS Next Benchmark Assessment (Unmatched cohort) achieved scores in the Benchmark or Above Benchmark categories. 24% of the matched cohort of third-grade students began the 2018-19 SY in the Well-Below Benchmark range on the BOY, while 28% of the unmatched cohort scored well-below benchmark.

The matched group combined with the 10% of third grade students in the matched cohort with scores in the Below Benchmark range placed 219 students below the basic DIBELS Next Benchmark level at the start of their third grade year (2018-19 SY). Table 15 below shows the percentages of third grade students in each of the DIBELS Next Benchmark Assessment performance categories.

Table 15: Comparisons in the percentages of students in each performance category among all 3rd graders in the matched* and unmatched cohorts on the Beginning-of-the-Year (BOY) SY 2018-2019 DIBELS Next Benchmark Assessment composite score (seventeen schools: one Phase II pilot school and sixteen Phase IIII schools).
***Interval of matched cohort is two full years (BOY, 2016-2017 SY to BOY, 2018-2019 SY)**

Category	Matched Cohort n=730	Unmatched Cohort n=1002
Above Benchmark	36%	34%
Benchmark	30%	28%
Below Benchmark	10% (n=70)	10%
Well-Below Benchmark	24% (n=149)	28%

Summer Break: Comparison of End-of-the-Year (EOY) 2017-2018 SY to Beginning-of-the-Year (BOY) 2018-19 SY Composite DIBELS Benchmark Assessment Scores

Project literacy specialists hypothesized at the beginning of the Project that the percentage of students with

significant regression over the summer break would decrease as students' longevity in the Project increased. Evidence of this would be seen when comparing the End-of-the-Year (EOY) DIBELS scores to the Beginning-of-the-Year (BOY) Benchmark Assessment scores from the following school year.

Overall Comparison between EOY and BOY: In the seventeen project schools, 2,491 students completed both the EOY DIBELS during the 2017-18 SY and the BOY DIBELS Benchmark Assessments during the 2018-19 SY. Among the most significant changes in these comparisons was a 9% decrease in the number of students scoring in the Well-Above Benchmark range of performance and a 9% increase in the number of students falling into the Well-Below Benchmark range following summer break. Table 16 below shows the comparison of End-of-the-Year composite scores to Beginning-of-the-Year scores for student who took both assessments.

Table 16: Comparison of student performance (Composite Scores) from the DIBELS Next Benchmark Assessments administered at the end of the 2017-2018 SY and the beginning of the 2018-2019 SY from the seventeen participating schools

Category	Matched Cohort n = 2,491 EOY, 2017-18 Composite Score	Matched Cohort n = 2,491 BOY, 2018-19 Composite Score
Above Benchmark	53%	44% (-9)
Benchmark	23%	24% (+1)
Below Benchmark	11%	10% (-1)
Well-Below Benchmark	13%	22% (+9)

Summer Break - Grade Level Comparison between EOY and BOY: An analysis of each of the participating grade level cohorts showed substantial regression from EOY 2017-2018 SY to BOY 2018-2019 SY in first grade (Kindergarten to 1st grade) and in third grade (2nd grade to 3rd grade). There was less regression in the DIBELS Next composite score categories for students moving from the 1st grade (EOY, 2017-18 SY) to 2nd grade (BOY, 2018-19 SY). Table 16 shows the specific scores for each of these matched groups (students took both the EOY 2017-18 and the BOY 2018-19 DIBELS Next Benchmark Assessments).

Since the Project has been especially focused on instruction in first grade, less regression between 1st and 2nd grade does indicate potential impact of the Project on first grade instruction. Additionally, returning teachers in first grade classrooms have been engaged in project the longest (two full years), so there is more experience in providing structured literacy instruction, while second grade teachers had only completed one full year in the project. The literacy specialists still anticipate that regression over the summer will continue to decrease the longer the students are in the Project coupled with the increased experience levels of the returning teachers.

Table 17: Percentage of students in matched cohorts in each of the DIBELS Next Benchmark Assessment categories at End-of-the-Year (EOY), 2017-2018 SY and Beginning-of-the-Year (BOY), 2018-2019 SY in 1st, 2nd, and 3rd graders in the seventeen participating schools

DIBELS Next	Kindergarten to 1st Grade (2018-2019 SY)		1st to 2nd Grade (2018-2019 SY)		2nd to 3rd Grade (2018-2019 SY)	

DIBELS Next	Kindergarten to 1st Grade (2018-2019 SY)		1st to 2nd Grade (2018-2019 SY)		2nd to 3rd Grade (2018-2019 SY)	
LOOKING AT RESULTS AFTER SUMMER BREAK Category	EOY DIBELS Composite 2017-2018 SY	BOY DIBELS Composite 2018-2019 SY	EOY DIBELS Composite 2017-2018 SY	BOY DIBELS Composite 2018-2019 SY	EOY DIBELS Composite 2017-2018 SY	BOY DIBELS Composite 2018-2019 SY
Above Benchmark	62%	54% (-8)	48%	43% (-5)	48%	35% (-13)
Benchmark	23%	15% (-8)	23%	27% (+4)	23%	29% (+6)
Below Benchmark	8%	11% (+3)	11%	9% (-2)	14%	10% (-4)
Well-Below Benchmark	6%	20% (+14)	18%	21% (+3)	15%	26% (+11)

Summary of Project Data for Current Year (2018-2019 SY)

One-Year Matched Cohort Data by Grade Level

At the start of the 2018-2019 School Year, 926 Kindergarteners were attending the seventeen participating school and were administer the Beginning-of-the-Year DIBELS Next Benchmark Assessments. Table 18 below shows the increasing percentages of Kindergarten students falling within the Benchmark and Well-Above Benchmark levels of performance during the course of the year. At BOY, 45% of enrolled Kindergarten students fell within the top two performance levels. The matched cohort at MOY showed an increase of 29%, with 74% of Kindergarteners who were administered the DIBELS Next Benchmark Assessment at both BOY and MOY achieving composite scores in the Benchmark and Well-Above Benchmark categories. At EOY, the number of Kindergarten students who were administered the DIBELS Next Benchmark Assessment at both BOY and EOY showed an additional 11% gain during the second semester, with 85% of all Kindergarteners enrolled in the seventeen participating schools for the entire 18-19 school year, placing in the Benchmark and Above Benchmark categories.

Table 18: Percentage of BOY, MOY, and EOY composite scores within DIBELS Next Benchmark Assessment performance categories for Kindergarteners attending the 17 participating schools during the 2018-2019 School Year

Category	All K students at BOY 2018-2019 SY n=926	All K students assessed at both BOY and MOY: 1 semester matched cohort 2018-2019SY n=869	All K students assessed at BOY & EOY: Full year matched cohort 2018-2019 n=832
Above Benchmark	29%	54%	61%
Benchmark	16%	20%	24%
Below Benchmark	19%	13%	9%
Well-Below Benchmark	36%	13%	**6%**

First-grade students in the seventeen participating schools, numbered 937, were administered the Beginning-of-the-Year (BOY) DIBELS Benchmark Assessment in the fall of 2018. 24% achieved composites scores in the Well-Below Benchmark range and another 11% of the student composite scores were within the Below Benchmark range. The remaining 65% of students obtained BOY scores within the Benchmark and Above Benchmark ranges. By the completion of the 2018-2019 SY, approximately 93% of those students initially

enrolled in first grade (n=868) were still attending one of the 17 school participating in the Structured Literacy Project. At the End-of-the-Year (EOY), the number of students with composite scores in the Well-Below Benchmark range had decreased by 9%. The number of first-grade students in the Benchmark and Above Benchmark categories increased by 8%. Table 19 shows the percentage of BOY, MOY, and EOY composites scores in each of the DIBELS Next performance categories for students in the first grade.

Table 19: Percentage of BOY, MOY, and EOY composite scores within DIBELS Next Benchmark Assessment performance categories for First-Grade Students attending the 17 participating schools during the 2018-2019 School Year

Category	All 1st grade students at BOY 2018-2019 SY n=937	All 1st grade students assessed at both BOY and MOY: 1 semester matched cohort 2018-2019SY n=892	All 1st grade students assessed at BOY & EOY: Full year matched cohort 2018-2019 n=868
Above Benchmark	50%	52%	51%
Benchmark	15%	20%	22%
Below Benchmark	11%	10%	12%
Well-Below Benchmark	24%	18%	**15%**

At the start of the 2018-2019 school year, a total of 937 second-grade students, from the 17 participating schools, were administered the Beginning-of-the-Year DIBELS Next Benchmark Assessment (BOY). 69% of these students achieved scores in the Benchmark and Above Benchmark ranges. 23% of the remaining 31% of second-grade students achieved composite DIBELS Next scores in the Well-Below Benchmark category. By the End-of-the-Year (EOY), there was a 6% decrease in the lowest category and a corresponding 6% increase in the number of students achieving in the Below Average, resulting in no change in the total percentage of students with composite scores in the Benchmark and Above Benchmark ranges. Table 20 shows the BOY, MOY, and EOY composites scores for 2nd grade students during the 2018-2019 SY.

Table 20: Percentage of BOY, MOY, and EOY composite scores within DIBELS Benchmark Assessment performance categories for second-grade students attending the 17 participating schools during the 2018-2019 School Year

Category	All 2nd grade students at BOY 2018-2019 SY n=937	All 2nd grade students assessed at both BOY and MOY: 1 semester matched cohort 2018-2019SY n=902	All 2nd grade students assessed at BOY & EOY: Full year matched cohort 2018-2019 n=879
Above Benchmark	42%	43%	49%
Benchmark	27%	25%	20%
Below Benchmark	8%	9%	14%
Well-Below Benchmark	23%	23%	**17%**

There were 1,002 enrolled third-grade students in the seventeen Structured Literacy Project participating schools at the Beginning-of-the-Year (BOY) of the 2018-2019 SY. During the BOY to the End-of-the Year (EOY) interval, there was an 8% decrease in the number of third-grade students with composite DIBELS Next scores in the Well-Below Benchmark range and a 9% increase in the numbers of students achieving in the Well-Above Benchmark category. See Table 21.

Table 21: Percentage of BOY, MOY, and EOY composite scores within DIBELS Next Benchmark Assessment performance categories for Third Grade Students attending the 17 participating schools during the 2018-2019 School Year

Category	All 3rd grade students at BOY 2018-2019 SY n=1002	All 3rd grade students assessed at both BOY and MOY: 1 semester matched cohort 2018-2019SY n=946	All 3rd grade students assessed at BOY & EOY: Full year matched cohort 2018-2019 n=931
Above Benchmark	34%	41%	43%
Benchmark	28%	25%	27%
Below Benchmark	10%	11%	10%
Well-Below Benchmark	28%	23%	**20%**

Longitudinal Data Discussion: Longitudinal Data at the Beginning of First Semester of Phase III, FFY 2018

At the beginning of the 2018-2019 SY, there were two matched cohorts, each of which had participated in the Structured Literacy Project for two full school years. Cohort K-2 is comprised of 654 current second graders. This cohort of students participated in the Project as Kindergarteners during the 2016-2017 SY and as first-graders during the 2017-2018 SY. Over the course of two school years, the percentage of students achieving composite DIBELS Next Benchmark Assessment scores in the Above Benchmark and Benchmark ranges has increased by 18% and the number of students with composite scores in the Below Benchmark and Well-Below Benchmark categories has decreased by 18%.

The second matched cohort (Cohort 1-3), includes 730 current third grade students whose participation in the Structured Literacy Project began in the fall of 2016 when these students were first graders. Over the course of the two years, the percentage of students in this cohort scoring in the Benchmark and Above Benchmark categories increased from 49% to 66%. There was a corresponding 17% decrease in the percentages of students with DIBELS composite scores in the Below Benchmark and Well-Below Benchmark categories. Table 22 reflects this comparison for both of the match cohorts.

Table 22: Comparison of the distribution of DIBELS Next Benchmark Assessment composite scores at the initiation of the Structured Literacy Project (BOY, 2016-2017 SY) and two years later (BOY, 2018-2019 SY), for Matched Cohort K-2 and Matched Cohort 1-3. *Interval of Matched Cohort K-2 and 1-3 is two full years: BOY, 2016-2017 SY to BOY 2018-2019

DIBELS Next	2nd Grade (2018-2019 SY) Matched Cohort K-2 / n= 654		3rd Grade (2018-2019 SY) Matched Cohort 1-3 / n=730	
Category	**BOY, 2016-2017**	**BOY, 2018-2019**	**BOY, 2016-2017**	**BOY. 2018-2019**
Above Benchmark	34%	45% (+11)	31%	36% (+5)
Benchmark	19%	26% (+7)	18%	30% (+12)
Below Benchmark	19%	8% (-11)	18%	10% (-8)
Well-Below Benchmark	28%	21% (-7)	33%	24% (-9)

A third matched cohort of 804 current first grade students (Matched Cohort K-1), represents a subset of first grade students who have participated in the Structured Literacy Project for one full school year, many of whom have returning teachers that had two full years of experience teaching structured literacy. Table 23 below shows the comparison of this matched groups' performance on the DIBELS Next Benchmark Assessments administered during the beginning of their Kindergarten year and their subsequent performance on the same measure at the beginning of the current school year (2017-18; 2018-19 SYs), as they entered first grade. The percentage of students achieving scores within the Benchmark and the Above Benchmark ranges increased by 21%.

Conversely, the percentage of students in this matched group with DIBELS composite scores in the Below Benchmark and Well-Below Benchmark categories decreased by 21%.

Table 23: Comparison of BOY, 2017-2018 DIBELS Next Benchmark Assessment composite scores to BOY, 2018-2019 composite scores on the same measure for a matched cohort of students in seventeen schools. *Interval of matched cohort is one full year (BOY, 2017-2018 SY to BOY, 2018-2019 SY)

Category	BOY, 2017-18	BOY, 2018-19
Above Benchmark	32%	54% (+22)
Benchmark	16%	15% (-1)
Below Benchmark	22%	11% (-11)
Well-Below Benchmark	30%	20% (-10)

Longitudinal Data at the Beginning of Second Semester of Phase III, FFY 2018

In reviewing longitudinal data for the Structured Literacy Project at the middle-of-the-year (MOY), 2018-2019, there are two matched cohorts that began their participation in the Project during the early fall of the 2016-2017. The first cohort is comprised of students who were Kindergarteners in 2016-2017 and currently are second-grade students. This matched cohort K-2 currently includes 643 students. In August of 2016, 52% of this cohort scored in the Benchmark and Above Benchmark categories on the DIBELS BOY Benchmark Assessment. At middle-of-the-year (MOY), 2018, 70% of this cohort scored in the Benchmark and Above Benchmark categories of performance on this same measure. This 18% improvement in the number of students scoring in the Benchmark or Above Benchmark categories resulted in an 18% decrease in the number of students in Cohort K-2 scoring in the Below Benchmark and Well-Below Benchmark categories during this interval. See Table 24.

Table 24: Longitudinal Data for students who were administered the BOY, DIBELS Benchmark Assessment in August/September of 2016-17 SY as Kindergarteners and also were administered the MOY, DIBELS Benchmark Assessment in December of 2018 as Second -Graders (Matched Cohort K-2 with 2.5 years in the Structured Literacy Project)

Category	Matched Cohort (n=643) Kindergarten BOY 2016-17 Composite Score	Matched Cohort (n=643) Second Grade MOY 2018-19 Composite Score
Above Benchmark	34%	45% (+11)
Benchmark	18%	25% (+7)
Below Benchmark	19%	9% (-10)
Well-Below Benchmark	29%	21% (-8)

The second cohort of students who first participated in the Project at the beginning-of-the-year, 2016, are students who were first-graders during the 2016-2017 School Year and are currently third-grade students. This cohort currently includes 707 third graders which comprise Matched Cohort 1-3. At the beginning of first grade, 49% of this cohort of students scored in the Benchmark and Above Benchmark categories on the DIBELS Next Benchmark Assessment. At middle-of-the-year, 70% of this matched group achieved scores in the Benchmark and Above Benchmark categories. This 21% increase is demonstrated in the 21% decrease in students with DIBELS Next Benchmark Assessment composite scores in the Below Benchmark and Well-Below Benchmark categories. Table 25 shows the longitudinal growth for Matched Cohort 1-3 after five semesters of participation in the Structured Literacy Project.

Table 25: Longitudinal Data for students who were administered the BOY, DIBELS Benchmark Assessment in the

August/September of 2016-17 SY as First-Graders and also were administered the MOY, DIBELS Benchmark Assessment in December of 2018 as Third Grade students (Matched Cohort 1-3 with 2.5. years participation in the Structured Literacy Project)

Category	Matched Cohort (n=707) Kindergarten BOY 2016-17	Matched Cohort (n=707) Second Grade MOY 2018-19
Above Benchmark	31%	43% (+12)
Benchmark	18%	26% (+8)
Below Benchmark	17%	11% (-6)
Well-Below Benchmark	34%	20% (-14)

Matched Cohort K-1 is comprised of 754 students who participated in the Structured Literacy Project during the 2017-2018 SY as Kindergarteners and are currently mid-way through first-grade. At BOY, 2017-18, 52% of this matched group achieved DIBEL Benchmark Assessment composite scores in the Below Benchmark and Well-Below Benchmark Categories. This percentage has decreased to 31% at MOY, 2018-2019. 69% of the students in Matched Cohort K-1 are currently achieving DIBELS Composite scores in the Benchmark and Above Benchmark ranges. Most notably, 54% of Matched Cohort K-1 obtained composite MOY, DIBELS Benchmark Assessment scores in the Well-Above Benchmark category at mid-year of first grade. (Table 26)

Table 26: Longitudinal Data for students who were administered the BOY, DIBELS Next Benchmark Assessment in the August/September of 2017-18 SY as Kindergarteners and also were administered the MOY, DIBELS Next Benchmark Assessment in December of 2018 as First- Graders (Matched Cohort K-1 with 1.5 years of participation in the Structured Literacy Project)

Category	Matched Cohort (n=754) Kindergarten BOY 2017-18 Composite Score	Matched Cohort (n=754) First Grade MOY 2018-19 Composite Score
Above Benchmark	32%	54% (+22)
Benchmark	16%	15% (-1)
Below Benchmark	22%	11% (-11)
Well-Below Benchmark	30%	20% (-10)

3-Year Longitudinal Data for Matched Cohort K-2 and Matched Cohort 1-3

At the end of the 2018-2019 SY there were 640 students who first participated in the Project as in-coming Kindergarteners in the fall of 2016 and have been continuously enrolled in a school participating in the Structured Literacy Project through their completion of second grade. Table 27 shows the initial and most current percentages within each of the DIBELS Next Benchmark Assessment performance categories. 71% of matched cohort K-2 student scores currently are within the Benchmark and Above Benchmark ranges.

Table 27: Three Year Longitudinal Data for students who were administered the BOY, DIBELS Benchmark Assessment in the August/September of 2016-17 SY as Kindergarteners and also were administered the EOY, DIBELS Benchmark Assessment in May of 2019 as Second- Graders (Matched Cohort K-2).

Category	Matched Cohort (n=640) Kindergarten BOY 2016-17 Composite Score	Matched Cohort (n=640) Second Grade EOY 2018-19 Composite Score

Category	Matched Cohort (n=640) Kindergarten BOY 2016-17 Composite Score	Matched Cohort (n=640) Second Grade EOY 2018-19 Composite Score
Above Benchmark	33%	51% (+18)
Benchmark	19%	20% (+1)
Below Benchmark	20%	13% (-7)
Well-Below Benchmark	28%	16% (-12%)

Matched cohort 1-3 includes the subset of students who first participated in the Structured Literacy Project as incoming first-grade students in the fall of the 2016-2017 SY. At the beginning of the 18-19 SY, there were 730 students in this cohort. On the End-of-the-Year (EOY) DIBELS Next Benchmark Assessment, there were 717 students in Matched Cohort 1-3. At the beginning of their first grade year, 48% of this cohort had scored in the Benchmark and Well-Above Benchmark Performance categories. At the end of third-grade, this matched group of students' performance in the top two DIBELS categories had increased to 73%.

Table 28: Longitudinal Data for students who were administered the BOY, DIBELS Benchmark Assessment in the August/September of 2016-17 SY as 1st Graders and also were administered the EOY, DIBELS Benchmark Assessment in May of 2019 as 3rd Graders (Matched Cohort 1-3)

Category	Matched Cohort (n=640) Kindergarten BOY 2016-17 Composite Score	Matched Cohort (n=640) Second Grade EOY 2018-19 Composite Score
Above Benchmark	30%	45% (+15)
Benchmark	18%	28% (+10)
Below Benchmark	18%	10% (-8)
Well-Below Benchmark	34%	17% (-17)

The entirety of the evaluation data gathered for the structured literacy project comes from a variety of sources which are identified in Table 29 the Return of Investment (pg. 40) and Table 30 the Key Data Sources, Procedures, Timelines, and Stakeholders (pages 41-43).

Table 29: Return on Investment

Needs	Objectives	Evaluation
Payoff Needs Students who are reading at grade level Teachers who are Highly Qualified to teach reading Strategic use of dwindling resources Reducing the achievement gap K-3 Reading Instruction aligned to Colorado Academic Standards	**ROI Objectives** 1. Cost of all students in project considering those who were Well Below Benchmark and had a Significant Reading Deficiency, and those who score proficient on CMAS and maintain that level 3rd -5th grades (2019 - 2022) 2. Cost of all teachers in project considering entry and exit scores on the TKS and Routine Rubric 3. Cost of all schools in project considering the instructional leadership and *LET* progress	**Level 5 - ROI** *Total Cost and intangible benefits calculated at end of project for K-3rd Grade (June 2019)* 1. Total number of students, and a. Number of students who were well below benchmark and maintaining higher level in DIBELS b. Total number of K – 3rd grade students with a SRD; total number of students with a READ Plan c. Number of 3rd grade students scoring proficient on State assessment 2. Total number of teachers, and *a.* Total number of teachers scoring 95% or higher on *Teacher Knowledge Survey* *b.* Total number of teachers scoring proficient to expert, on *Structured Literacy Routine Rubric* *c.* Total number of teachers with at least a 75% confidence level attributing improvement to coaching on the *Embedded Coaching Program Survey* 3. Total number of schools, and *a.* Total number of schools scoring proficient/ exemplar in categories on *Literacy Evaluation Tool*
School Needs Comprehensive Literacy Program Improved reading proficiency of students Decreased number of students with a Significant Reading Deficiency Decreased number of students identified with a Specific Learning Disability	**Impact Objectives** Increased score on *LET* indicating a comprehensive Literacy Program is in place Improved Reading Proficiency (K-3rd Grade) Students maintaining reading proficiency expectations in 4th- 5th grade Decreased Significant Reading Deficiency Identification Decreased Specific Learning Disability Identification in Reading	**Level 4 - Impact Evaluation** Literacy Evaluation Tool (*LET*) (Survey) DIBELS Next Data (K-3rd Grade) ELA CMAS Data (3rd-5th Grade) READ Act Data (K-3rd Grade) SLD Eligibility Data (K-5th Grade)
Performance Needs Teach the 5 components of reading Adjust instruction based upon data Differentiate instruction by name and by need	**Application Objectives** Use the structured literacy protocol with fidelity Data interpretation informs daily instruction Individualized tiered interventions are fluid	**Level 3 - Application Evaluation** Structured Literacy Routine Rubric (Observation: Classroom and Small Group) DIBELS Progress Monitoring Data
Learning Needs Foundational Literacy Knowledge Structured Literacy Routine Data interpretation and differentiation Developmentally appropriate instruction	**Learning Objectives** Improved teacher knowledge score Improved skills in providing developmentally appropriate instruction	**Level 2 - Learning Evaluation** Teacher Knowledge Survey (*TKS*) (Test) Coach Program Evaluation (Perception Survey)
Preference Needs Embedded coaching Virtual coaching Modeling of good instruction Collaboration	**Reaction Objectives** Perceive coaching to be relevant to job and important to job performance Rate coach as effective Recommend program to others	**Level 1 - Reaction Evaluation** Coach Program Evaluation (Perception Survey)

Table 30: Key Data Sources, Procedures, Timelines, and Stakeholders

Date Source	Data Collection Procedure	Timeline	Planned Analysis	Stakeholder Representation
Teacher Knowledge Survey	1. Completed prior to initial professional learning of the Structured Literacy Routine and scored by CDE Literacy Specialists and submitted to the Supervisor of Data Accountability & Achievement 2. Updated end of final year of project and submitted to the Supervisor of Data Accountability & Achievement	Fall 2016 (K & 1st grade) Fall 2017 (2nd grade and new K & 1st grade) Fall 2018 (3rd grade and new K, 1st, & 2nd grade) Spring 2018 (K & 1st, & 2nd, 3rd)	**Related to:** **Evaluation Question 1: Analyses 1 & 2; and** **Evaluation Question 2: Analysis 5** Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary**: Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee
Structured Literacy Routine Implementation Rubric	1. Completed by the Literacy Coaches 3 times per year and submitted to the CDE Literacy Specialists 2. Date submitted by the Specialists to the Supervisor of Data Accountability & Achievement annually	2016-2017; 2017-2018; 2018-2019 (Nov., Feb., May) June 2017 June 2018 June 2019	**Related to:** **Evaluation Question 1: Analysis 2; and** **Evaluation Question 2: Analyses 4 & 5** Conducted by the CDE Literacy Coaches and reviewed with each teacher and the Principals. Data analysis conducted by the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data reviewed and discussed by the CDE Team and School. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary:** Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee

Date Source	Data Collection Procedure	Timeline	Planned Analysis	Stakeholder Representation
Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)	1. Data gathered by Project school teachers during 3 benchmark windows BOY, MOY, EOY). Literacy Coaches provide data to Literacy Specialists when available 2. Progress Monitoring conducted by Project school teachers for students who are in the "Well Below Benchmark" category 3. BOY, MOY, EOY data gathered by CDE and consolidated annually and submitted to the Supervisor of Data Accountability & Achievement	Annually (2016-2017; 2017-2018; 2018-2019) (Aug.; Dec.; April) Recommended every 7-10 days June 2017 June 2018 June 2019	**Related to:** **Evaluation Question 2: Analyses 3, 4 & 5;** **Evaluation Question 3: Analyses 6 & 7; and** **Evaluation Question 4: Analysis 8** Analysis conducted by Teachers and Literacy Coaches for adjustment to instruction based upon student need. Data and interventions provided to CDE Literacy Specialists for review and any recommended changes. Analysis conducted by Teachers and Literacy Coaches for adjustment to instruction based upon student need. Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary:** Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee
Data Source	**Data Collection Procedure**	**Timeline**	**Planned Analysis**	**Stakeholder Representation**
Embedded Coach Program Evaluation-Teacher Perception Survey	1. Data gathered via electronic survey annually and submitted to the Supervisor of Data Accountability & Achievement	February 2017 February 2018 February 2019	**Related to:** **Evaluation Question 1: Analyses 1 & 2;** **Evaluation Question 2: Analyses 4 & 5;** **Evaluation Question 3; Analysis 6; and** **Evaluation Question 4: Analysis 8** Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary**: Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee

Date Source	Data Collection Procedure	Timeline	Planned Analysis	Stakeholder Representation
Literacy Evaluation Tool **This analysis was not conducted this year as insufficient data was received from the May 2018 collection.**	1. Long form completed by the CDE Literacy Coaches 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 2. Short-form completed by Principal, with the Literacy Coach, 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 3. Long form completed by Principal, with the Literacy Coach, 2 times in final year of the project and submitted to the Supervisor of Data Accountability & Achievement	2016-2017; 2017-2018; (Nov., May) 2016-2017; 2017-2018; (Nov., May)	**Related to:** **Evaluation Question 3: Analyses 6 & 7** Analysis conducted by Principals, Literacy Coaches, and Literacy Specialists for adjustment to comprehensive literacy program. Analysis of annual data conducted by the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary:** Directors of Special Education, Principals, and Teachers Other stakeholders involved at various times throughout the Project: District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee
Data Source	**Data Collection Procedure**	**Timeline**	**Planned Analysis**	**Stakeholder Representation**
Coach Logs: Use of Time **This analysis was not conducted this year as the data gathering burden was significant and the coach n size too small to adequately inform continuous improvement.**	1. Data collected by Literacy Coaches according to category 2. Data consolidated and reported to CDE Literacy Specialists via electronic form 3. Data consolidated and submitted to the Supervisor of Data Accountability & Achievement	Daily Monthly June 2017	**Related to:** **Evaluation Question 4: Analysis 8** Consolidated percentages analyzed by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary:** Directors of Special Education, Principals, and Teachers Other stakeholders involved at various times throughout the Project: District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee

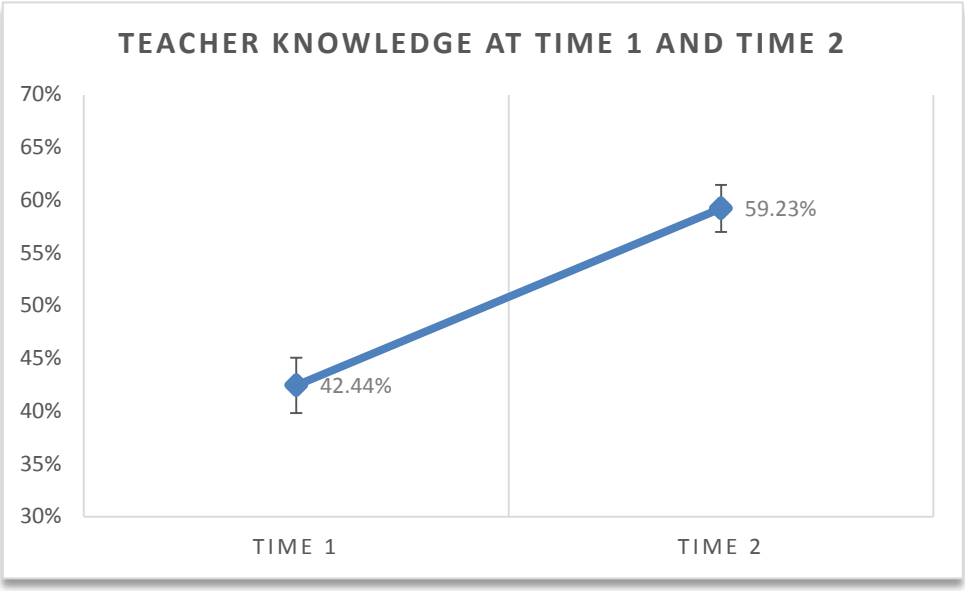
Planned Data Analyses

Evaluation Question 1: Will Structured Literacy coaches' intervention increase teachers' knowledge of English language structure and increase fidelity in implementing literacy teaching routine?

Analysis 1: CDE literacy specialists administered the teacher knowledge survey at the beginning (Fall SY2018-19) and at the end of the school year (Spring SY2018-19). The teacher knowledge survey measured the level of teachers' knowledge of English language structure. We expected a significant increase in the teachers' knowledge during a year of hands-on coaching.

One-hundred eight personnel participated in the teacher knowledge survey in the fall of 2018-19 school year (time 1). Among them, 84 participated again in the spring of 2018-19 school year (time 2). 84 participants were consisted of Kindergarten teachers (*N* = 4), 1st grade teachers (*N* = 13), 2nd grade teachers (*N* = 11), 3rd grade teachers (*N* = 35), Title 1 teachers (*N* = 10), and other educators such as special education teachers, principals, and interventionists. Participating personnel showed a significant increase in their knowledge of English language structure from time 1 (*M* = 42.44% correct, SD = 24.08%) to time 2 (*M* = 59.23% Correct, S*D* = 20.45%; *t*(83) = 9.31, *p* <.001). Additionally, the correlation between the scores at time 1 and time 2 was *r*(83) = .74 (*p* < .001), which suggested that participating personnel's previous knowledge of English language structure as measured at time 1 was a strong predictor of their scores at time 2.

Figure 2: Teacher knowledge at time 1 and time 2

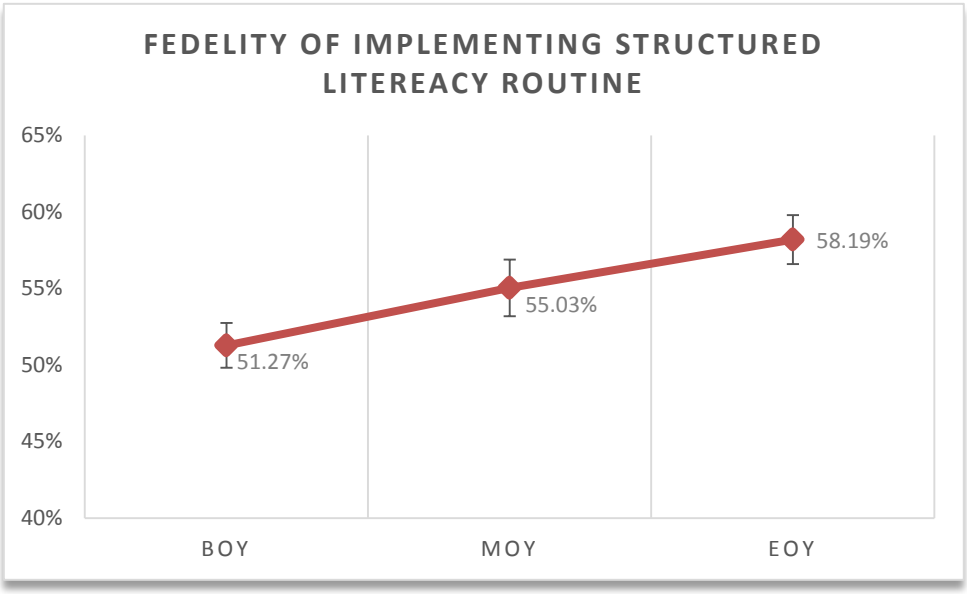


Analysis 2: Literacy Coaches completed the structured literacy implementation rubric for each teacher at the beginning (BOY), middle (MOY) and the end of the year (EOY). The structured literacy implementation rubric measured the extent to which the teacher followed the routines that were considered best practices for reading pedagogy.

Among the 138 teachers who were evaluated during SY2018-19, 109 teachers were evaluated at each point at BOY, MOY, and EOY. The teachers' level of implementing effective literacy routine improved significantly over the year; *F*(2, 216) = 24.53, *p* < .001. The significant increase in the implementation of literacy routine

was observed between BOY and MOY; $t(108) = 3.60$, $p < .001$, between MOY and EOY; $t(125) = 4.72$, $p < .001$, as well as BOY and EOY; $t(118) = 8.05$, $p < .001$. Thus, as illustrated in Figure 3, the teachers did improve in the fidelity of implementing the structured literacy routine as evaluated by their coaches from the beginning to the end of the year.

Figure 3: Structured literacy implementation rubric scores at the beginning, middle, and end of the year

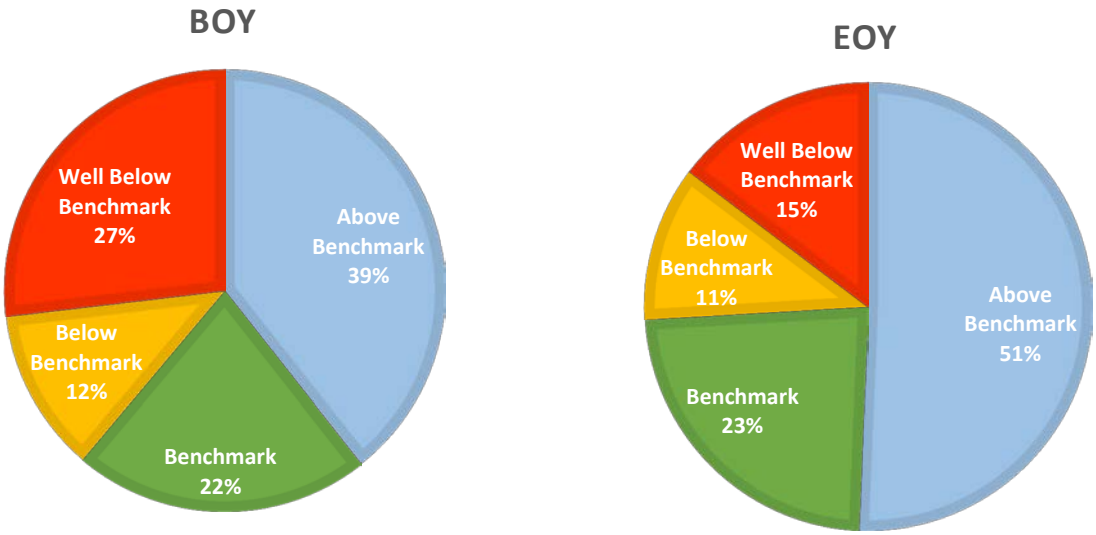


Evaluation Question 2: Will students attending the Structured Literacy Project Schools show improvement in reading proficiency?

Analysis 3: The SSIP team expected the schools participating in the Project to demonstrate at least average progress, according to the Amplify Progress Planning Tool for mCLASS© DIBELS Next,© in moving students out of the risk category of "well-below benchmark."

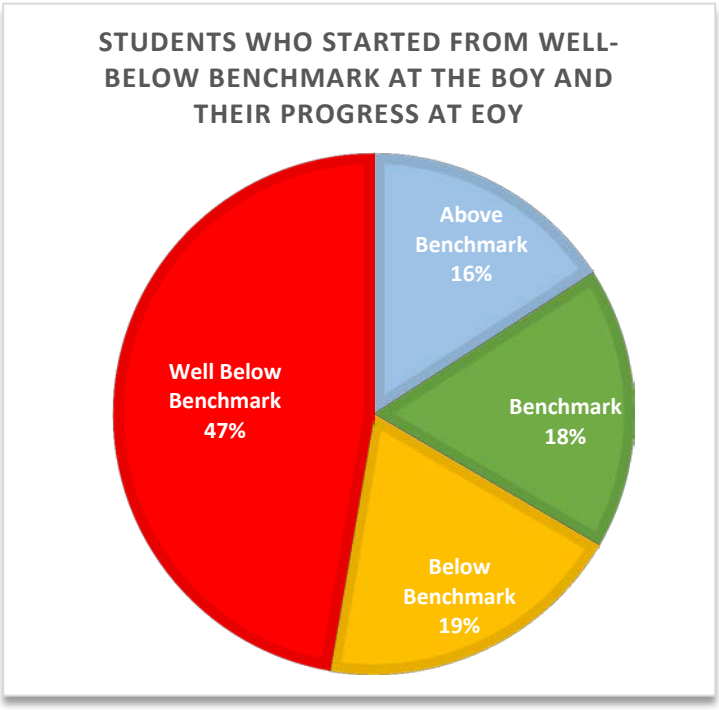
In the project as a whole, 17 schools participated from the beginning to the end of the school year in 2018-19, which included 832 kindergarteners, 868 first graders, 879 second graders, and 931 third graders, a total of 3510 students. DIBELS Next categorizes students' scores into above benchmark, at benchmark, below benchmark, and well-below benchmark. The students in the project demonstrated significant improvement from the beginning (BOY) to the end of the year (EOY), $X2$ (3, $N = 7020$) = 177.47, $p < .001$. The most significant improvement was the decrease of the students in the well below benchmark category, $X2$ (1, $N = 3510$) = 157.76, $p < .001$. Compared to 27% of the students scoring well-below benchmark at BOY, 15% scored well-below benchmark at EOY (Figure 3). Another significant improvement was among the students who scored above benchmark, $X2$ (1, $N = 3510$) = 90.25, $p < .001$. As opposed to 39% of the students scoring above benchmark at BOY, 51% scored above benchmark at EOY. The proportion of students at benchmark or below benchmark did not differ at BOY and EOY, $X2$ (1, $N = 3510$) = 2.65, $p = .10$, $X2$ (1, $N = 3510$) = 0.94, $p = .33$, respectively. Overall, according to DIBELS Next's scoring, 74% of the students achieved typical or greater growth trajectory.

Figure 4: Students' progress in reading from BOY to EOY



Focusing on the 943 students who started the school year with well-below benchmark, 53% of them exited from the well-below benchmark category at EOY while 47% remained in the same category. Among those who successfully exited from well-below benchmark, 16% reached above benchmark, 18% reached benchmark, and 19% moved up one level to below benchmark (Figure 5).

Figure 5: Students who started from well-below benchmark at the beginning of the year and their progress at the end of the year.



DIBELS Next© publishes a progress planning tool which indicates if the progress made by a classroom, grade, or school from BOY to EOY is well-below-average progress, below-average progress, average progress, above-average progress, or well-above-average progress. These progress categories are empirically tested with national sample, with strong predictive validity as demonstrated in the robust fit of the model. Among the 832 kindergarteners who participated in the current project, 288 were in the well-below benchmark category at BOY . At EOY, 51 were in the well-below benchmark category (82.3% reduction). DIBELS Next© progress planning tool indicated that this was an above-average progress – the second highest among 5 progress categories. All other grades also qualified for the above-average progress. The progress of each grade level is summarized in table 31.

Table 31: % of Students in Well-below Benchmark at BOY and EOY by Grade

Grade	BOY	EOY	% reduction	Level of Progress
K	34.6%	6.1%	82.3%	Above Average Progress
1	27.8%	19.9%	28.6%	Above Average Progress
2	22.9%	17.3%	24.4%	Above Average Progress
3	22.5%	14.7%	34.4%	Above Average Progress

Further analyses revealed that the progress of students who started from well-below benchmark was dependent on the students' grade; X2 (9, *N* =943) = 277.20, *p* < .001 (Table 32). More than expected numbers of kindergarteners who started from well-below benchmark reached benchmark; X2 (1, *N* = 288) = 39.11, p < .001, or above benchmark; X2 (1, *N* = 288) = 14.53, *p* < .001, and fewer than expected numbers of kindergarteners were in well-below benchmark; X2 (1, *N* = 288) = 170.52, *p* < .001. In contrary, fewer than expected numbers of second graders who started from well-below benchmark reached benchmark; X2 (1, *N* = 201) = 12.91, *p* < .001, and above benchmark; X2 (1, *N* = 201) = 36.99, *p* < .001, whereas more than expected numbers of second graders who started from well-below benchmark were in well-below benchmark at EOY; X2 (1, *N* = 201) = 42.51, *p* < .001. Likewise, third graders showed the similar trend such that fewer than expected numbers of third graders who started from well-below benchmark reached benchmark; X2 (1, *N* = 259) = 4.72, *p* = .03, or above benchmark at EOY; X2 (1, *N* = 259) = 55.06, *p* < .001, and more than expected numbers of third graders who started from well-below benchmark were in well-below benchmark at EOY; X2 (1, *N* = 259) = 50.24, *p* < .001. First graders who started from well-below benchmark at BOY did not show any unexpected growth or decline at EOY.

Table 32: Students Who Started From Well-Below Benchmark At The Beginning Of The Year And Their Progress At The End Of The Year By Grade

		well-below benchmark	Below benchmark	At the benchmark	Above benchmark	Total
Grade K	Count	44	52	84	108	288
	%	15.3%	18.1%	29.2%	37.5%	100.0%
Grade 1	Count	95	37	29	34	195
	%	48.7%	19.0%	14.9%	17.4%	100.0%
Grade 2	Count	136	43	18	4	201
	%	67.7%	21.4%	9.0%	2.0%	100.0%
Grade 3	Count	171	50	34	4	259
	%	66.0%	19.3%	13.1%	1.5%	100.0%
Total	Count	446	182	165	150	943
	%	47.3%	19.3%	17.5%	15.9%	100.0%

In summary, the current project was successful in moving students categorized as "well-below benchmark" at the beginning of the year out of the category by the end of the year. In fact, 74% of the students demonstrated typical or greater growth trajectory. The current project also demonstrated successful transition of students who scored well-below benchmark at BOY out of that category by EOY in each grade. Though all

grade levels demonstrated above-average progress in reducing the number of students who scored well-below benchmark, success did vary by grade levels. Kindergarteners were the more successful in moving from well-below benchmark to at or above benchmark, whereas 2nd and 3rd graders were less so. This trend was seen in the previous 2 years of the current project; moving the students who start from well-below benchmark out of the category becomes harder as the students advance in grades.

Grade level Progress:

We examined each participating school by grade level and their progress in moving students INTO Benchmark or Above category as well as progress in moving students OUT of the well-below benchmark category.

Table 33 shows the 'Level of Progress' moving students INTO Benchmark or Above category for all kindergarten, first-grade, second-grade, and third-grade students that were administered the DIBELS Next Benchmark Assessment at both the Beginning-of-the-Year (BOY) and End-of-the-Year (EOY) benchmark intervals.

Kindergarteners made Well-Above Average progress during the 2018-2019 SY, while full-year progress for first-graders dropped from Above Average Level of Growth during the 1st semester to an Average Level of Progress for the full year. Progress for second-grade and third-grade students increased from the Average Level of Progress growth during the first semester to Above Average Level of Progress for the full year.

Table 33: The 'Level of Progress' as computed by the mClass DIBELS Next Progress Planning Tool-% Reaching Benchmark for the Structured Literacy Project during the 2018-2019 SY

Grade Range	*BOY % at Benchmark or Above*	*EOY % at Benchmark or Above*	*Level of Progress Range for One Year*
Kindergarten	**45%**	**85%**	*Well-Above Average*
1st Grade	**66%**	**73%**	*Average*
2nd Grade	**68%**	**69%**	*Above Average*
3rd Grade	**62%**	**70%**	Above Average

The mClass DIBELS Next Progress Planning Tool - Decreasing the Percentage of Students Reading at Well-Below Levels was used to compute the level or degree of progress in moving students OUT of the Well-Below Benchmark range. Table 34 shows the 'Level of Progress' for the decrease of students scoring in Well-Below Benchmark range in Kindergarten, 1st grade, 2nd grade, and 3rd grade students (matched cohort for one year) on the DIBELS Next Benchmark Assessment during the BOY to EOY interval (full year) of the 2018-2019 SY. All grade levels achieved Above Average Levels of Progress during the full 2018-2019 SY.

Table 34: The 'Level of Progress' as computed by the mClass DIBELS Progress Planning Tool-Decreasing the Percentage of Students at Well-Below Benchmark for the Structured Literacy Project during the 2018-2019 SY

Grade Range	BOY % at Well-Below Benchmark	EOY % at Well-Below Benchmark	*Level of Progress Range for One Year*
Kindergarten	**36%**	**6%**	*Above Average*
1st Grade	**23%**	**15%**	*Above Average*
2nd Grade	**23%**	**17%**	*Above Average*
3rd Grade	**28%**	**20%**	*Above Average*

Analysis 4: We expect the more structured literacy routine is implemented effectively by teachers, the greater the students' growth in reading.

Among the 138 teachers who were evaluated via structured literacy routine during SY2018-19, 110 teachers' students DIBELS records were found. One teacher was eliminated from the analysis due to the missing EOY structured literacy routine score. All other teachers had at least 2 scores from structured literacy routine at BOY (November 2018) and EOY (April 2019) or MOY (February 2019) and EOY. When teachers had BOY and EOY score, we considered BOY as time 1 and EOY as time 2. When teachers had MOY and EOY score, we considered MOY as time 1 and EOY as time 2. We examined whether or not the difference between time 1 and time 2 of the structured literacy routine scores – in other words, the growth in the teachers' implementation of structured literacy routine in the classrooms – was associated with students' growth in reading.

The 109 teachers taught on average 19.7 students which ranged from 10 to 30. Teachers' increase in structured literacy routine score from time 1 to time 2 was not associated with the reduction of the % of students who scored well-below benchmark at the beginning to the end of the year, $r(109) = 0.13$, $p > .05$. However, the change in the structured literacy routine implementation from time 1 to time 2 was negatively related to the % of students who scored well-below benchmark at the beginning of the year $r(109) = -0.22$, $p = .02$. This means that the smaller the % of students who scored well-below benchmark at the beginning of the year, the greater the growth in structured literacy routine implementation in the classroom.

Analysis 5: If the hypotheses in Analyses 2 and 4 are true, we expect teachers' knowledge in English language to be the mediator between the structured literacy routine implementation and students' growth in reading (figure 1). This mediation effect should be a partial effect, meaning the association between the structured literacy routine implementation and students' growth in reading should be weakened due to the introduction of the mediating variable – growth in teachers' knowledge – however the direct effect should still be significant.

This analysis was not conducted, because the hypothesis in Analysis 4 did not hold true.

Evaluation Question 3: Will schools with systemic, comprehensive literacy programming in place show greater improvement in students' proficiency in reading?

Analysis 6: Each SIMR school was evaluated by a SIMR coach on the extent to which school employs a comprehensive literacy programing via the literacy evaluation tool. The literacy evaluation tool examined the effectiveness of various facets of literacy programing at the school – universal instruction, assessment practices, data based decision making, family and community partnering to name a few. The coaches completed the literacy evaluation tool at the beginning of the year (BOY) and at the end of the year (EOY) of

SY2017-18. We expected that the greater growth schools would show in the implementation of comprehensive literacy programming as measured by the literacy evaluation tool, the greater the students' growth in reading.

Analysis 7: The literacy evaluation tool mentioned above was also completed by the principals of the Project participation schools. The SSIP team expected the more congruent the principals' and coaches' evaluations, the greater the students' growth in reading among those who started out from well-below benchmark.

These analyses were not conducted this year. Insufficient data was received from the May 2018 collection.

Teacher Perception Survey

A Teacher Perception Survey was conducted via Survey Monkey between May 1, 2019 and May 17, 2019. The literacy coaches contacted each participant to encourage them to respond, gave them the link to the survey, and followed-up to remind them to respond. A total of 184 project participants responded to the survey, and 1 was eliminated from the analysis due to the incomplete survey submission. Among the 183 respondents, 52 spent 1 year, 48 spent 2 years, 77 spent 3 years, and 5 spent 4 years in the project. 1 did not indicate how long he/she had been a part of the project.

In order to examine the general perception of the coaching from the teachers' perspective, we administered a short survey (α = .97). The survey contained seventeen questions, and respondents indicated the extent to which they agreed with each question using a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The survey question, mean agreement on the 5-point scale, and standard deviation are listed in Table 3 (sorted from highest agreement to the lowest).

Table 35: Mean Agreement and Standard Deviation for Teacher Perception Survey Question

Question	*Mean*	*SD*
I feel comfortable seeking out the coach when I have a question or need.	4.68	0.74
The coaching I've received has expanded my knowledge so that I have a better understanding of the structure of the English language.	4.52	0.79
I am clear about what is expected of me as a result of the coaching.	4.52	0.75
I am comfortable with the pace of the coaching.	4.49	0.76
The coaching I've received has expanded my knowledge in the relationship between reading and spelling.	4.48	0.81
The coaching I've received has expanded my knowledge in the relationship between written language and spelling.	4.45	0.81
The coaching has provided me with new teaching skills.	4.44	0.80
The materials provided by the coach are essential to my success.	4.40	0.87
As a result of the coaching, I see improved student outcomes from building my skills in using the Structured Literacy Routine.	4.38	0.83
As a result of the coaching, I have higher academic expectations in literacy for all students.	4.35	0.83
The coaching I've received has expanded my knowledge about oral language as a foundational skill in the development of early literacy.	4.33	0.80
As a result of the coaching, I can more effectively use data to intentionally plan needs-based instruction (e.g., class, small group instruction, learning centers, individual).	4.28	0.85
The coaching I've received has expanded my knowledge to better use formative assessment to inform literacy instruction.	4.25	0.88
As a result of the coaching, I can more effectively use direct and explicit instructional practices for all students including those with disabilities.	4.21	0.90
As a result of the coaching, I am better at meeting the diverse needs of each and every student in my classroom.	4.12	0.93
As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors).	4.03	0.90
As a result of the coaching, I can more effectively use the Individual Education Plan (IEP) to align my small group reading instruction with student goals.	3.92	1.00
Overall	4.34	0.69

Teachers responded extremely positively to the services provided by the coaches. The mean overall agreement was 4.34 - between agree and strongly agree. The responses were negatively skewed due to many participants rating all questions with 5. Overall median response was 4.53. Teachers who had spent more time

in the project responded more positively to the questions compared to teachers who had only spent 1 year in the project (*M* = 4.38 among 3rd year teachers, *M* = 4.23 among 1st year teachers), however, the difference did not reach a statistical difference, *F(*2, 174) = 0.74 , *p* = 0.48.

Examining the questions individually, the most agreed item was "I feel comfortable seeking out the coach when I have a question or need" (*M* = 4.68, SD = 0.74) which was also the most agreed item in the SY2017-18 survey. The second highest item "The coaching I've received has expanded my knowledge so that I have a better understanding of the structure of the English language" (*M* = 4.52, SD = 0.79) was the fourth most agreed item in SY2017-18, indicating teachers' confidence in their understanding of English language. The least agreed item was "As a result of the coaching, I can more effectively use the Individual Education Plan (IEP) to align my small group reading instruction with student goal" (*M* = 3.92, SD = 1.01) which was also the least agreed item in the SY2017-18 survey. Along with the second least agreed item, "As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors)" (*M* = 4.03, SD = 0.90). These responses might indicate that teachers lack confidence in how to use the IEPs effectively and to get extra support from appropriate personnel. Comparing to the outcomes of the SY2017-18 survey, two items that increased their ranking by 3 places were "The materials provided by the coach are essential to my success" and "As a result of the coaching, I have higher academic expectations in literacy for all students." Increased students' reading skills might be leading to greater expectations for all students.` Two items that lowered their ranking by 3 places were "As a result of the coaching, I can more effectively use data to intentionally plan needs-based instruction (e.g., class, small group instruction, learning centers, individual)" and "The coaching I've received has expanded my knowledge to better use formative assessment to inform literacy instruction." As seen in the previous year's survey, respondents were less likely to agree with the questions concerning their teaching abilities, and more likely to agree with the questions regarding coaches' impression/support. This is presumably because teachers believed that there was still a room to grow in their ability to teach literacy. The least agreed question seemed to be specific to the teachers' ability in differentiating the instruction based on individual students' needs, including students with IEPs.

Additional Longitudinal Data - Legislative Update related to Additional Longitudinal Data

As indicated in the infrastructure analysis conducted during Phase I for the State Systemic Improvement Plan (p 26), the Colorado Reading to Ensure Academic Development Act (READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The implementation of the READ Act requires the use of an approved interim assessment to determine whether a student has a Significant Reading Deficiency (SRD) in grades K-3. An SRD is defined by Colorado HB 12-1238 as "the minimum skill levels for reading competency, in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209 for the student's grade level."

According to the CDE P-3 office, "after six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders, [specifically] Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts. [Additionally] statewide data shows [a .6 percent increase] in the number of students identified with a significant reading deficiency (SRD)." To see State, District, and School level data on the identification rates of SRD, a READ Act, a data dash board has been created.

As a result of these concerns in the Spring of 2019, "The State Board of Education and Colorado legislature

worked together on several updates to the READ Act through Senate Bill 19-199 to address the implementation challenges the state faces. The updates emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade." (See Appendix C for more information).

Decreased Identification of Significant Reading Deficiency (SRD) in Project Schools

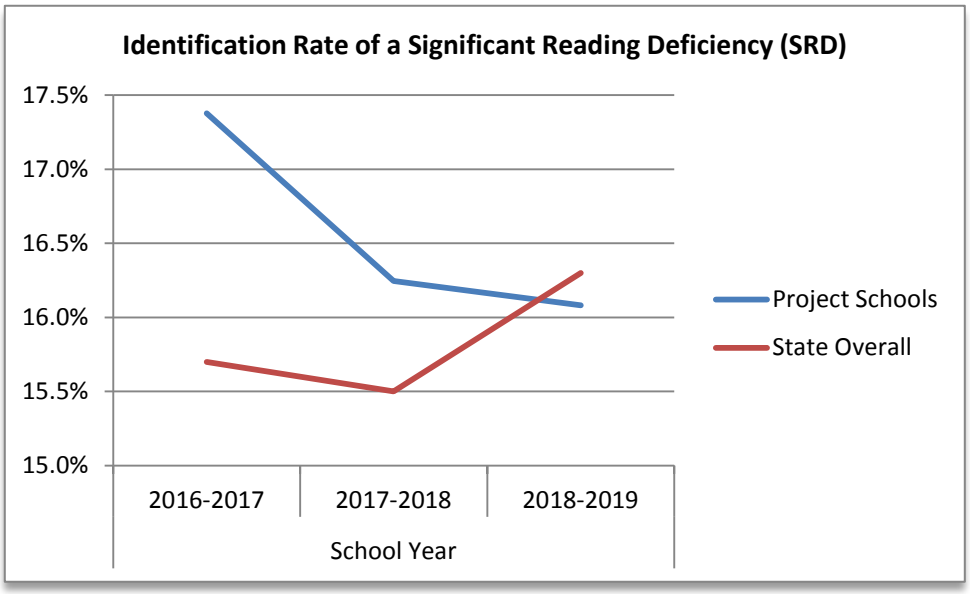
An additional measure of improved reading achievement in the seventeen schools is the number of students identified with a Significant Reading Deficiency (SRD) per the Colorado READ Act, during each of the Project implementation years compared to the baseline (SY 2015-2016), which was prior to Project implementation. As shown in Table 36 in June of 2016, the 17 schools reported a total of 728 students as having been identified as having an SRD (CDE READ ACT Data Collection, 2015-2016 SY) and by the end of Year 3, the 17 schools had 610 K-3 students identified with an SRD.

Table 36: Comparison of the number of students identified with a Significant Reading Deficiency (SRD) in 17 Structured Literacy Project schools over a four-year span based on the annual Colorado READ Act Data Collection.

17 Schools Participating in the Structured Literacy Project	2015-2016 SY (prior to Project)	2016-2017 SY Phase III, Year 1	2017-2018 SY Phase III, Year 2	2018-2019 SY Phase III, Year 3
Number of Students	728	701	624	610

The Project schools realized a 1.2 percentage point drop in the rate of identification for significant reading deficiencies between the 2016-2017 and the 2017-2018 school years, as well as an additional .1 percentage point drop between 2017-2018 and the 2018-2019. At this same time, the overall rate of significant reading deficiencies statewide dropped only .2 percentage points between 2016-2017 and 2017-2018, and increased .8 percentage points between 2017-2018 and 2018-2019 (Figure 6).

Figure 6: Identification Rate of a Significant Reading Deficiency (SRD)



Additional Level Four Impact Data

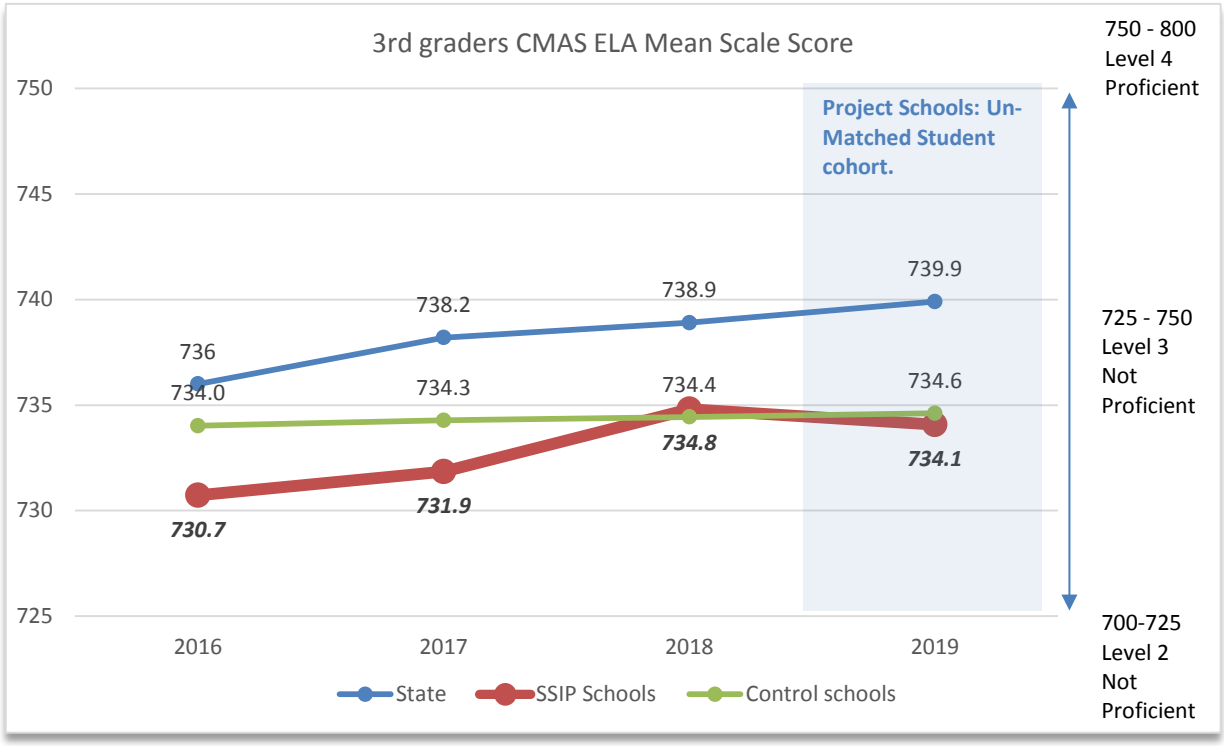
As we have progressed through the last three years we have been anticipating another analysis which began this year. For the first time we are able to examine the scores from the Colorado Measures of Academic Success of students who have been in the project for three full years. These students received Structured Literacy instruction in 1st, 2nd, and 3rd grade, albeit by teachers newly on-boarded to the project each year. (1st grade teachers were added in FFY 2016, 2nd grade teachers were added in FFY 2017, and 3rd grade teachers were added in FFY 2018.) We are looking forward to the future when we will have 3rd grade CMAS scores for students who have received structured literacy instruction for multiple years delivered by teachers that are more experienced and confident in teaching the structure of the English language in a direct and explicit manner.

Evaluation Question: Did the current project positively impact students' state assessment achievement?

Question 1: Did the students who received reading instruction by teachers in the current project perform well in the state assessment English Language Arts?

In Colorado, students take the Colorado Measures of Academic Success (CMAS) every spring. CMAS scores range from 650 to 800, and are divided into 5 proficiency levels: Level 1 – Did not yet meet expectations, Level 2 – Partially met expectations, Level 3 – Approached expectations, Level 4 – Met expectations, and Level 5 – Exceeded expectations. Level 4 and 5 are considered proficient. We expected that, in 2019, third graders in the SSIP schools would score higher than previous years' third graders, because this is the first cohort who had students who had been taught structured literacy for three full years. It is important to note that this data is an unmatched student cohort, meaning not all third grade students whose scores are reflected here received structure literacy instruction. Although the DIBELS Next data indicates progress, after three years the third graders in the SSIP schools in 2019 did not score differently than the previous third graders who attended the same schools in 2018 (Figure 7).

Figure 7: 3rd graders CMAS ELA Mean Scale Score

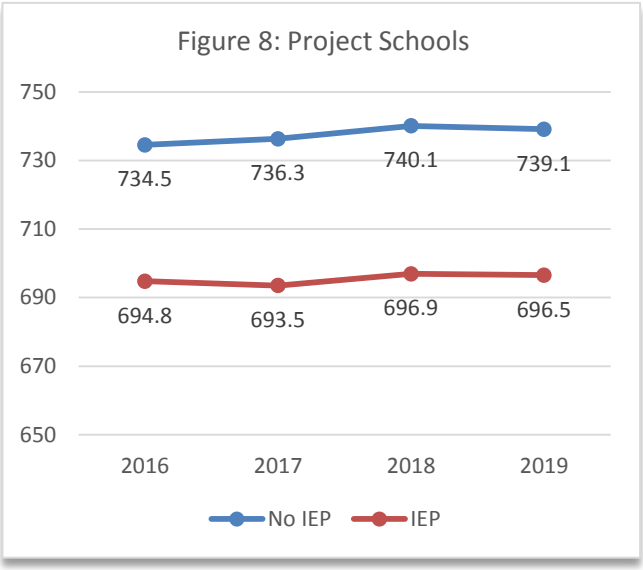


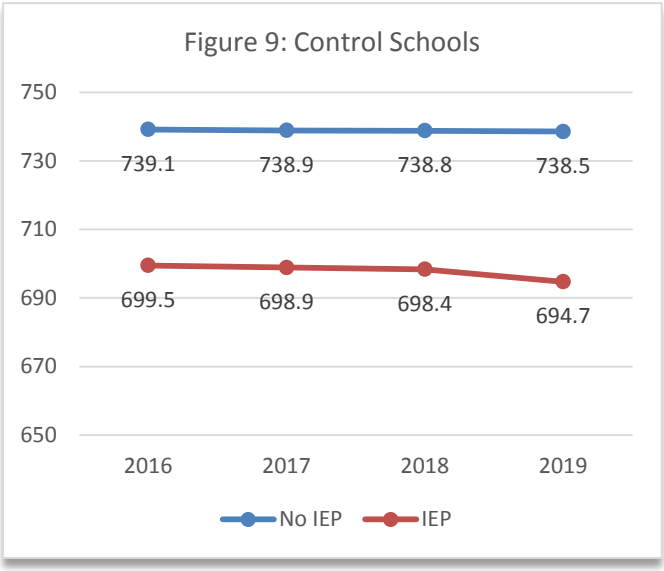
At the onset of the Project, we hypothesized that the first cohort of students to take the Colorado Measures of Academic Success (CMAS) following three years of participation in the Structured Literacy Project, would possibly score better than non-participating peers. This hypothesis was made prior to our understanding of the significant teacher knowledge gap that the Project would encounter. This gap in teachers' understanding of the 'science of reading' and how to teach the structure of the English language in a direct and explicit manner impacted the fidelity of classroom Structured Literacy instruction.

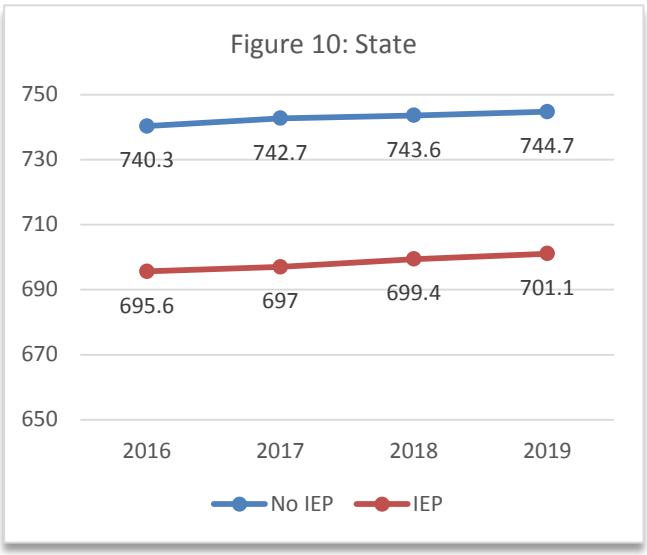
Additionally, this first cohort of students, also received Structured Literacy instruction from teachers brand new to implementing the Project's whole class daily lesson routines and small group reteach routine. This was a result of the staggered implementation of Structured Literacy during each of the initial 3-year implementation cycle. We trained K-1 classroom teachers the routines for implementation the first year (2016-17 SY), second grade teachers to implement the 2nd year (2017-18 SY), and third-grade teachers to implement during the third year (2018-19 SY) as students progressed through the K-3 Structured Literacy Scope and Sequence yearly. We anticipated it would take teachers a minimum of two years of planning, practicing and delivering Structured Literacy lessons, before they had honed their instructional delivery skills, and their formative assessment skills adequately to make the essential daily instructional adjustments that drive student growth and address specific student needs.

To deepen our understanding of the data regarding students with disabilities, we also selected a control group by matching the Project schools' key demographics, namely, the percentage of students with IEPs in the school, the percentage of students with disabilities who spend 80% or more of their day in the regular classrooms, the percentage of students who receive English Language services, and the percentage of students eligible for free and/or reduced lunch. In the control schools, students with disabilities on average started from a score higher than the Project schools in 2016 and scores remained constant for all the observed years (Figure 9). Compared to the control schools, students with disabilities in Project schools began with a larger gap in 2016 (M = 734.0 in control schools, M = 730.7 in Project schools) (Figure 8) and narrowed that gap by scoring about the same as the control schools in 2019 (M = 734.6 in control schools, M = 734.1 in Project schools). However, when compared statewide (Figure 10) to the third grade students without disabilities who showed an average of 1.3 point gain since 2016, and scored 739.9 in 2019, students with disabilities in the Project schools did not close the gap between them and the state; the gap of 5.3 points in 2016 between the state and Project schools remained at 5.8 in 2019

Figure 8: CMAS score comparison between students IEPs and Students without IEPs in the Project Schools
Figure 9: CMAS score comparison between students IEPs and Students without IEPs in the Control Schools
Figure 10: CMAS score comparison between students IEPs and Students without IEPs in the State







Specific Learning Disability Identification in Reading

Evaluation Question: Did the current project reduce the number of students identified with SLD?

Question 2: Identification of SLD: Did the Project schools reduce the number of students identified with SLD?

We hypothesized that the reading intervention in the early grades in the current project would decrease the number of students who were identified with specific learning disabilities. However, since the launch of the project, the SLD identification rate has been increasing in the Project schools along with the overall identification of students with disabilities. In Project schools, 11.6% of the enrolled students had IEPs in SY2015-16, which reached 15.2% in SY2018-19 (Figure 11). This increase was greater than the control schools which started from the similar level of the IEP identification rates in SY2015-16, as well as state's. Similarly, the SLD identification increased over the years in the Project schools; 3.8% of the enrolled population was identified with SLD in SY2015-16, which reached 5.2% in SY2018-19 (Figure 12). Project schools' SLD identification rate surpassed the state level in 2017-18 and remained higher than the control schools' for all the examined years.

Figure 11: SLD Identification Rates

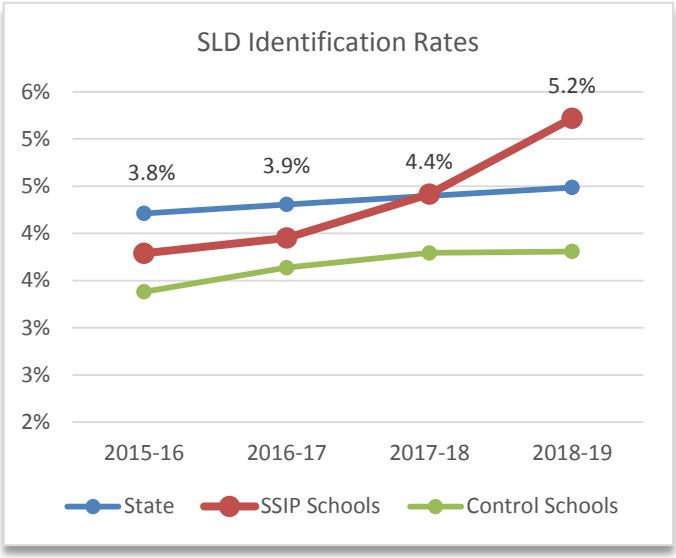
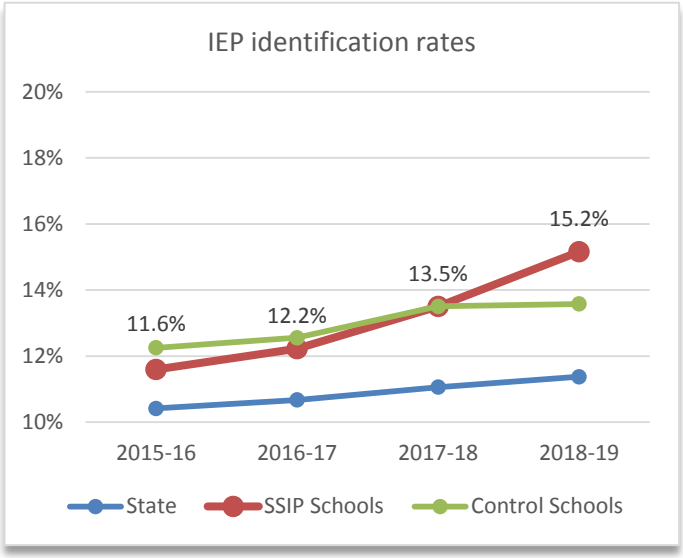


Figure 12: IEP Identification Rates



At the beginning of the Project, we had anticipated that early and effective reading instruction would have a preventative effect in the progressive development of significant reading challenges and possibly diminish the numbers of students being identified with a Specific Learning Disability (SLD) in reading. As teachers, including interventionists and special educators, became more aware of reading science and the nature of early reading challenges, they began to identify more rather than fewer students as having significant reading disabilities. This is in contrast to the decreased identification of students having a Significant Reading Deficiency (Figure 6). The increase in SLD identification was not just within the K-3 populations of each school that was participating in the Structured Literacy Project, but also in the observation and evaluation of intermediate students in the fourth and fifth grades who, teachers now came to understand, exhibited the underlying deficits in foundational reading skills essential to proficient reading.

Simultaneously, there was an increased public focus on the identification and treatment of dyslexia in school-aged children throughout the State of Colorado. This increased focused brought about changes in legislation

and a heightened awareness of dyslexia for parents and educational professionals. This awareness and concern for addressing the needs of students with dyslexia, also resulted in an increased number of referrals for special education services. As Colorado develops more professional learning opportunities for teachers and administrators, better diagnostic procedures and understanding of dyslexia should help assure appropriate identification of students exhibiting a profile consistent with dyslexia and requiring specially designed instruction. Our focus on consistent alignment of Structured Literacy instruction and intervention across all tiers of instruction is also an essential component of addressing the literacy needs of all students including those with dyslexia and specific reading challenges. These findings further informed our planning for focused work with special educators and interventionists in the 2019-2020 SY.

Goals and Adjustments for Phase III Implementation

Ten goals were established again this year for implementation. The initial four goals address the training and project adjustment phase that was expected to be completed during the first semester of the 2018-2019 SY. Goals four through eight were identified for implementation during the entire 2018-2019 SY. The final two goals (Goals 9-10) continue to be overarching goals throughout the duration of the Project.

In addition to these ten goals, which have been adjusted annually to represent the ongoing progress and the Project's response to identified challenges, a number of specific focused actions were highlighted in the SSIP, FFY 2017 report to be accomplished in 2018-2019 SY.

- Hire a replacement, sixth embedded literacy coach and redistribute the remaining 17 Project schools among the embedded coaches to best meet the needs of each school, e.g., size, level of leadership, and level of teacher literacy experience and knowledge.

- Providing Structured Literacy training and embedded coaching to all third-grade teachers in the 17 participating schools during late summer and early fall of 2018. This will involve developing coaching schedules in each school that include an additional 46 third grade classrooms, in addition to the continued coaching and support in 145 Kindergarten, first and second grade classrooms.

- Offer Structured Literacy Training to all newly hired Kindergarten, first, and second grade classroom teachers, interventionists, and special education teachers prior to or immediately after the start of the 2018-2019 SY.

- Continue to emphasize the importance of first-grade readiness for Kindergarten students and prioritize the importance of first-grade students completing this pivotal year of literacy development successfully and within Benchmark ranges on the DIBELS.

- Continue to place an emphasis on the creation of tiered structures to align the classroom-based Structured Literacy routines with re-teaching, targeted, and intensive small-group instructional opportunities. Create coaching schedules that allow embedded coaching with literacy interventionists and special education specialists, in addition to all K-3 classroom teachers.

- Adjust current Observation/Walk-Through Forms and Teacher Implementation Rubrics to better match the range of Kindergarten through third-grade Structured Literacy routines and expectations.

- Continue to provide professional learning opportunities for Project literacy coaches, as well as all Project participants, to enhance their level of literacy knowledge and expertise.

Actions taken during Phase III: Year 3 in each of these identified areas will be discussed in concert with the adjusted ten (10) goals for the 2018-2019 SY.

Discussion for First Semester Goals (Goals 1-4)

1. Evaluate outcomes from Phase III, Year 2 and make any necessary adjustments to Project implementation during Year 3.
2. Consider obstacles and challenges evidenced during Year 2 and determine how best to ameliorate their impact on Year 3.
3. Extend the Project into third grade and provide initial training to all participating 3rd grade teachers.
4. Ensure that the basic Structured Literacy Routine is implemented in all participating Kindergarten, 1st, 2nd and 3rd grade classrooms, including those classrooms with teachers new to the project at the onset of Year 3.

The Structured Literacy Project began the start of Phase III, Year 3 by hosting a summer school for a subset of students that had just completed either Kindergarten, 1st or 2nd grade at one of the schools participating in the Project (Phase II, Pilot School), just prior to the start of the 2018-2019 school year. Approximately forty students were invited to participate based on recommendations for summer support from their classroom teachers and the CDE Structured Literacy Coach assigned to the school. The 10-day summer session was staffed by the Project's two Literacy Specialists and four of the five literacy coaches.

The purpose in hosting a 'summer school' was three-fold. First, Project staff would provide additional instructional support to identified students to combat 'summer regression' of reading skills. Second, additional information and data would be gathered to help inform receiving classroom teachers in regards to these students' specific language and literacy needs. Third, the literacy specialists and coaches would have an opportunity to work together in calibrating their expectations in the delivery of Structured Literacy routines, especially for the newly added third grade, and in sharing strategies and areas of expertise with other team members. An additional bonus of summer school was the afternoon time, which allowed the team to work together and finalize the adjustments to the Project for Year 3.

When the 2018-2019 school year began in August of 2018, Project staff included two Literacy Specialists and five coaches. By mid-September, the vacant sixth coach position was filled after the completion of a collaborative agreement with one of the participating school districts. The agreement allowed a district employee to take a year's leave of absence with a guaranteed option to return to the district, after serving one year as a CDE embedded literacy coach. This allowed for the distribution of a complete cadre of six Structured Literacy coaches into the seventeen continuing schools, which was outlined as an essential adjustment task at the end of the 2017-2018 SY. Coaching assignments were adjusted to include the addition of 46 third-grade classroom teachers, across the seventeen schools, being added to the Project. These teachers had not previously participated in the Project and would be implementing Structured Literacy for incoming 3rd graders for the first time.

Third-grade Structured Literacy lesson routine templates, the 3rd grade Structured Literacy Scope and Sequence, the Routine Rubric (Appendix D) and third-grade training materials were designed and completed by July 31, 2018 in anticipation of training a cadre of third-grade teachers at the onset of Year 3, by Project Literacy Specialists. During August and September of 2018, basic initial trainings in the 'science of reading' and the implementation of Structured Literacy were scheduled for all third-grade teachers in the seventeen participating schools. This resulted in six multi-day trainings across a range of geographic locations and included teachers from all seventeen Project schools (plus the six non-project schools that have consistently received the same training as their Project counterparts in one of our participating districts). A total of 62 third

grade classroom teachers were trained along with the interventionists and special education teachers who provide services to 3rd grade students (approximately an additional 70 teachers).

A series of trainings for newly hired kindergarten and first-grade teachers, and another set of trainings for newly hired second grade teachers were also completed during the opening weeks of school (a total of 33 new K-2 classroom teachers plus approximately 20 additional teachers in these grades, who had requested the opportunity to attend a training to refresh their understanding of Structured Literacy). These trainings also included any newly hired primary interventionists and special education teachers who were responsible for students in grades K-2. As Literacy Specialists scheduled and completed initial trainings, the cadre of embedded coaches began building their coaching schedules, meeting with building principals, and observing and coaching in classrooms with both returning and new teachers.

An identified concern and perceived obstacle to the Structured Literacy Project's goal of reducing the number of students in the Well-Below Benchmark range on the End-of-the-Year DIBEL Benchmark Assessment during the upcoming school year, was the continued difficulty with aligned implementation of Structure Literacy interventions across all tiers of instruction during Phase III, Year 2. The need to spend increasing amounts of coaching resources within small group Tier II and Tier III settings was seen as essential to achieving the Project's desire outcome with the most struggling readers. Initial focus for coaching and instructional support was prioritized to include all third-grade teachers who were just entering the Project this year, any newly hired K-2 teacher, and all instructional staff delivering small group intervention.

With the addition of third-grade teachers and students to the Project during Phase III, Year 3 it was necessary to adjust the Structured Literacy Classroom Observation Form for coaches to utilize when completing observations with building principals or district personnel. (Appendix E)

As coaches settled into first quarter coaching schedules, one of the six embedded coaches accepted another position, leaving a gap in coaching at three Project schools. Subsequently, one of the Literacy Specialists provided embedded coaching support at the three schools for the duration of the year. The other Literacy Specialist completed the remaining training sessions and continued to provide supervision, support, and planning for the Project throughout Year.

Discussion of Year-Long Goals (Goals 5-8)

5. Continue to train and develop a cadre of literacy coaches in the delivery of focused site-based literacy coaching.
6. Advance the creation and alignment of literacy instruction in small-group settings.
7. Engage families and enhance their partnerships with schools to further their students' early literacy and language development.
8. Increase ability to use formative observation and assessment data to inform daily adjustments to classroom instruction.

The five returning coaches met with literacy specialists in July of 2018 to review the completed Third Grade Structured Literacy Scope and Sequence and participated in focused training on the 3rd grade lesson routine components utilizing morphology. Coaches were able to preview and practice the strategies and activities that would be introduced to third-grade teachers during their upcoming Structured Literacy trainings. Additional discussions regarding the differences between the 3rd grade Lesson Routine template and the previous K-2 Lesson Routine templates were discussed during afternoon sessions with the Literacy Specialists and the participating four coaches after the morning summer school sessions in early August.

Since the Project began Phase III, Year 3 with five experienced coaches the Coach meetings' during Year 3 were focused less on specific literacy topics and more focused on specific elements of the actual Project. These focused sessions centered on data reviews for each of the participating schools, with an emphasis in looking at student data for those falling within the DIBELS Well-Below Average category. These students were likely participating in small group interventions, including those receiving specially designed instruction though special education. This subset of students and the effectiveness of small group instruction provided to them were given increased focus during Year 3, as we began to identify strategies to increase the overall number of students moving out of the Well-Below Benchmark range on the DIBELS Benchmark Assessments. Since aligning small-group intervention with the Structured Literacy routines offered during first-best instruction in general education classrooms was an area of identified concern, carefully monitoring of students' data for those in the Well-Below Benchmark category became a focus of each of the coaches' work with teachers – individually and in small-groups. This included mini-sessions on effective use of data, data interpretative, and adjusting instruction based on data reviews.

In addition to the monthly coaches' sessions toward increased skill development, coaches attended the 2018 READing Conference in October of 2018, where they attended sessions with Anita Archer, PhD on effective explicit instruction; Elsa Cardenas-Hagen, PhD on meeting the needs of second language learners; and William Van Cleave on enhancing literacy growth through the use of specific vocabulary and writing strategies. They also were able to enhance their understanding of the importance of using decodable text with early readers in Linda Farrell's sessions. Later in the year, they attended the 2nd Annual CDE Dyslexia Forum featuring Dr. Margie Gillis and learned from Hugh Catts, PhD at the Rocky Mountain Branch of the International Dyslexia Association's Reading in the City Conference.

Finally, the coaches and literacy specialist focused on David Kilpatrick's work and his recent book- Essentials of Assessing, Preventing, and Overcoming Reading Difficulties as we more closely assessed the phonological awareness skills of the students within the Structured Literacy Project who were among an identified subset of struggling early readers. In addition, coaches began introducing interventionists and special educators to Kilpatrick's program for developing phonemic awareness (Equipped for Reading Success) and a coordinated measure of phonological awareness (Phonological Awareness Screening Test [PAST]), also authored by David Kilpatrick.

Full-year Goals #6 and #8 were identified as specific areas of focus for Phase III, Year 3. As coaches began to observe more small-group interventions, a lack of fidelity in the use of Structured Literacy was apparent. Some interventionists continued to be reluctant to cease using other packaged intervention programs, including those not designed for struggling early readers. In other cases, master schedules and individual staff schedules did not permit adequate time to devote to a focused Structured Literacy lesson for student needing additional instruction and practice. As previously mentioned, Goal #8 (Increase ability to use formative observation and assessment data to inform daily adjustments to classroom instruction), became a focus of coaches' work within each of their assigned schools and extended to interventionist and special education staff in addition to classroom teachers. Helping teachers and other instructional staff better understand instructional trends in their school and classrooms and use data more effectively to inform instruction formed a critical skill set that was a prerequisite to increasing the effectiveness and alignment of small group intervention.

During the course of Phase III, Year 3, the Structured Literacy Project embedded coaches continued to support those responsible for planning their school's parent and community literacy events. But as the Project expanded to include all classroom teachers in grade K-3 and the intervention staff assigned to work with the K-3 population of students, coaches had significantly less time to focus on family literacy than in previous years.

Discussion of Continuing Goals (Goals 9-10)

9. Provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based practices, and effective use of assessment tools and data.
10. Increase instructional leadership in the area of comprehensive literacy programing.

As a crucial part of their embedded coaching, Structured Literacy staff continued to provide support to individual teachers, groups of teachers, and building principals through scheduled data-review meetings, informal professional learning sessions on a range of literacy topics, (*i.e.,* use of specific materials, use of specific strategies, interpretation of data, and through book studies, sharing of professional articles and research and web-based information) in addition to lesson modeling and coaching. Coaches continued to experience some difficulties in establishing consistent meeting times with building principals and assuring that principals were completing classroom observations of Structured Literacy lessons when the coach was not in their buildings.

D. Data Quality Concerns

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

There are no concerns regarding data quality or its comprehensiveness to inform formative and summative conclusions.

E. Progress Toward Achieving Intended Improvements

Assessment of Progress toward achieving intended improvements

The Structured Literacy Project ended Phase III, Year 3 with seventeen schools, sixteen of which had participated in the Project for all three years of the 'implementation stage' and one school that had entered the Project during the prior 'pilot year'. Together these seventeen schools had approximately 3,800 students enrolled during the 2018-2019 SY. This configuration of participating schools will substantially change as we plan for Phase III: Year 4.

At the end of the 2018-2019 SY, the Structured Literacy (SiMR) Project was staffed by one Literacy Specialist and six coaches, who provided leadership, training, and coaching, as well as instructional support in 178 K-3 classrooms. Coaches attempted to provide the same level of support offered to classroom teachers, to the interventionists and special education teachers supporting these grade levels at each of the schools. However, this showed to be a significant challenge given the total number of classroom teachers new to the Project. While all third-grade teachers were new to the Project during the 2018-2019 SY, there were also a substantial number of newly hired teachers in the other three (K-2) grades. Two of the seventeen schools experienced a change in building leadership, including a significant change in the principal position at the Project's flagship Phase II pilot school. These changes in instructional leadership required that two of the embedded coaches spend increased time with building leadership at these schools to advance their understanding and collaboration with the Project. Turnover at both the teacher and leaders level has continued to impact the achievement of intended improvements in that progress is considerably slower than originally hoped.

In reviewing the full 2018-2019 SY, increased understanding and effectiveness of the Structured Literacy approach in classrooms was observed and celebrated. Many students in grades K-2 benefitted from being in classrooms with teachers who had at least one, and sometimes two, prior years of experience in delivering

Structured Literacy lessons. This experience increased the quality and confidence of these teachers' instructional delivery and allowed them to begin to take full advantage of coaching and professional development opportunities to expand their effectiveness in meeting the needs of a range of student literacy needs. Similarly, as teachers have had the experience of instructing students who have had experience and instruction in Structured Literacy in previous grades, they have been better able to see the positive cumulative effects of providing carefully sequenced and aligned instruction over multiple years in advancing student literacy growth.

As we reflect on the third year of Project implementation, we once again reconsidered the observable trends, first highlighted in the Structured Literacy Project SSIP, FFY 2016. After three consecutive years of Project implementation, the Literacy Specialist and coaches continue to find the implementation stage of this Project far more challenging and demanding than initially expected. The ten trends, first noted during Implementation Year 1, continue to challenge Project staff and our participating schools. In fact, these challenges are contributing to a deeper conversation on the root causes of low literacy proficiency seen across the state. These trends are:

1. An alarming number of primary-level teachers are unfamiliar with the basic structure of the English language and how to teach this structure to young students.
2. Teachers lack basic knowledge of oral language development and its pivotal role in the acquisition of early reading skills.
3. Classroom teachers have had limited exposure to reading research and evidence-based strategies that inform the use of scientifically-based reading instruction.
4. A significant number of classroom teachers have not been taught how to plan, organize, and deliver direct and explicit instruction in early foundational reading and literacy skills.
5. Classroom teachers lack quality experience in the use of formative assessment and how to effectively use formative assessment to guide and adjust daily instruction.
6. Both teachers and instructional leadership lack a depth of knowledge in the use and interpretation of interim and diagnostic assessments, progress monitoring, and observational data.
7. Elementary principals do not appear well equipped to provide the necessary level of instructional leadership to the teaching of reading. They, too, lack literacy content knowledge, an in-depth understanding of how young students learn to read, and are unfamiliar with the most current research regarding reading instruction.
8. Classroom teachers, interventionists and other instructional support staff frequently fail to align their instructional approach, instructional language, and scope and sequence of instruction to best meet the needs of early struggling readers. Further, their understanding of how to align instruction is limited.
9. Teachers and instructional leaders demonstrate little regard for the urgency necessary when addressing the needs of young struggling readers.
10. Elementary schools too often fail to place a priority on teaching young students to read and ignore the substantial research on the long-lasting effects of poor acquisition of reading in the early grades.

As expected, implementing the Structured Literacy Project at yet another additional grade level (third grade) significantly impacted coaching schedules and the demand for coaches' time during Year 3. The Project's six embedded coaches had a total of 172 K-3 classrooms to observe, monitor and support. However, the addition of third-grade was also significant in that, most third-grade teachers were not prepared with the knowledge and understanding of morphology that would allow them to design meaningful word analysis and word building activities for their students as expected in the delivery of Structured Literacy at this grade level.

To bridge this gap, additional third-grade trainings were offered during Year 3, as it became apparent that many teachers were not confident in their skills in delivering the 3rd grade content of Structured Literacy. As a result of this significant challenge in the Project implementation of the 3rd grade content during first-best instruction, coaches found themselves devoting more than anticipated time in third-grade classrooms. They often found they were unable to devote adequate time to the alignment of instruction and the coaching in Tier 2 and Tier 3 small-group intervention groups.

Upon review of the year, the coaches found that they were able to spend enough time in varied intervention settings within the seventeen participating schools to find common trends among the participating schools and their delivery of aligned intervention using Structured Literacy. These observed trends include:

1. Intervention staff are not as well-prepared in their understanding of the 'science of reading' and the structure of the English language as expected. Like their classroom counterparts, they have not experienced the level of pre-service and in-service training required to address the complex needs of the most struggling readers.
2. Intervention and small group schedules do not consistently allow for adequate time to deliver effective Structured Literacy lessons and practice to the degree that is essential to support growth in struggling readers. In some instances, intervention was frequently cancelled as staff completed other assigned responsibilities, impacting the consistency and continuity of instruction for student who require daily and consistent instruction to assure reading growth.
3. While reading is the most common demonstrated need among students identified with mild-moderate disabilities, specially designed instruction (special education) typically did not include the time and intensity required to further these students' literacy skills. Instructional time was frequently split between multiple IEP Goals in multiple academic areas, leaving little time for intensive literacy instruction and practice.
4. Instructional leaders lack the understanding of the conditions that must be met to support literacy growth among students with disabilities and other at-risk students.
5. The minimizing effect of low expectations, most specifically for students with disabilities and those with other significant risk factors that interfere with the acquisition of early foundational reading skills, (*e.g.,* poverty, limited early language experiences, etc.) permeates the learning environments in which these students participate.

Stakeholder Input of Structured Literacy Project

Two key stakeholder groups for the Structured Literacy Project are the Principals and Teachers engaged in providing comprehensive literacy instruction to the students in the Project schools in grades K-3. Annually these professionals provide feedback (Appendix F & G) about the Project, give input about what, beyond the coaching, provided the most assistance for project implementation (Table 37) and what they would like to

learn next (Table 38). There were 186 respondents. The top five areas have been highlighted in both figures as these have helped guide planning for next steps. Additionally, the team considered possible alignment opportunities of the three improvement strategies in the SSIP and this information is also included in the figures.

What Helped Beyond Coaching?	Number of References to what was helpful.	SSIP Improvement Strategy - Possible Area for Alignment
Methodology Instruction	29	1, 2
Collaboration with Colleagues	25	1, 2, 3
Additional Professional Learning	22	1, 2
Skillset of Coaches	18	1, 2, 3
Length of Time in Project	15	2
Project Resources	14	1, 2
Master Scheduling	7	1, 2, 3
Personal Experience	7	2
Mentor Teachers	6	1, 2
Data Analysis	5	1, 2, 3
Personal Mindset	5	1, 2
Classroom Management	3	1, 2, 3
Low Class Size	2	2
Collaborating Teacher re-teaching methodology to a pre-service candidate	1	1
Family Engagement	1	1, 2, 3

What Would I like to Learn next?	Number of References to Topic	SSIP Improvement Strategy - Possible Area for Alignment
Methodology Instruction	43	1, 2
Tier II and Tier III Interventions	26	1, 2, 3
Language Structure Instruction	20	1, 2
Data Informed Instruction	7	1, 2, 3
Collaboration	4	1, 2, 3
Extension Activities	3	2
Resources	3	2
Differentiation / Scaffolding	2	2
4^{th} & 5^{th} Grade Instruction	2	3
Competency Based Instruction	1	2
Developmentally Appropriate Instruction	1	2
Social Emotional Learning	1	1, 2, 3
Technology	1	2
Working with Paraprofessionals	1	1, 2

F. Plans for Next Year

At the end of Phase III, Year 3 the Structured Literacy Project was active in seventeen elementary schools. Fifteen of these schools were distributed among six public school districts and the two additional participating schools were affiliated with the Charter School Institute. Aligned with the original intent of moving K-3 students out of well-below benchmark, we began planning for the next phase of the work. Specifically we intend to narrow the focus to Project Schools and Districts that demonstrate a commitment to providing Structured Literacy in the early grades, have a better foundation in providing best-first literacy instruction in Tier I, have demonstrated movement toward a stronger infrastructure for Tier II instruction, and are prepared to focus on Tier III strategies delivered within the context of aligned structured literacy implementation.

In light of these anticipated changes to begin in the 2019-2020 school year, the Project staff evaluated its work in the seven districts. Those schools and districts that continued to demonstrate less commitment to full implementation of the Project were contacted and together Project staff and the District/School leaders mutually agreed that the schools' 3 year commitment to Project implementation was complete. The schools received benefit of 100% of the structured literacy materials for grades K-3 for on-going implementation along with 3 years of embedded literacy coaching. Although it is hoped that the schools will continue to implement the components of the structured literacy model, we also anticipate many K-3 educators, interventionists, and principals will continue to utilize strategies and materials that are not evidence-based for improving reading instruction for early readers, especially those who struggle the most. It appears, that after three years of intensive work with these schools, our return on investment is less than desired. However, the information gleaned from these schools definitely has contributed to our overall understanding the root causes for low reading achievement and that is very beneficial to the continuous improvement process.

The next level of review looked at those who have demonstrated a higher level of commitment to improving literacy instruction through implementation of structured literacy. One urban district, which had a total of 34 elementary schools indicated that they were about to start a new literacy initiative in their elementary schools at the end of Phase III, Year 3. The competing requirements of this new initiative and the requirements of implementing the Structured Literacy Project led to a mutual agreement for the District to fully engage in their new literacy initiative. In the small rural district, two elementary schools within the district had participated throughout the Project's three implementation year and, in celebration, were ready to sustain their use of Structured Literacy without active Project participation.

Finally, the participation from the two Charter School Institute schools was reviewed. One of the schools had significantly lessened their use of Structured Literacy since their adoption of a new core reading program. Despite coaching efforts to integrate the components of Structured Literacy into their use of the new core materials, the school expressed limited commitment to the Project and they too, through mutual agreement, finished the initial Project commitment. The second charter school had shown excellent progress in the implementation of Structured Literacy. They also felt confident in their ability to move forward implementing Structured Literacy without active Project participation, however they expressed interest in continuing if the next phase of the Project aligned with their goals and services. Despite the substantial size of this Charter school, they offered minimal special education services. As small group intervention and more specifically, special education intervention has become the focus of Phase III, Year 4, and since the school had shown evidence of being capable of sustaining the progress made through their involvement with Structured Literacy Project, there was a mutual agreement to end Project participation.

The remaining three Districts and Project staff mutually agreed to continue Project participation into the next phase of the work. This focus will allow the Project to take a more 'district' approach to Project participation,

which better aligns with the SSIP Improvement Strategy III that is more focused on empowering districts in the school improvement process.

The Plan for Improvement Strategy II, Phase III, Year 4 (2019-2020 SY)

As the data from the three full implementation years was considered, it became evident that we were the most successful in moving students who began the year in the Below Average and Average Benchmark ranges into the Above Benchmark range on the DIBELS Benchmark Assessments, and although we made great strides in moving students out of Well–Below Benchmark, we continued to experience a lower than expected decrease in the number of students in the Well-Below Benchmark range on the same measures. We continue to believe that consistent alignment of Structured Literacy through all tiers of instruction, coupled with increased teacher effectiveness in the delivery of early intervention would be the best approach to addressing the needs of the most challenged readers.

The focal point for the plan for Phase III - Year 4 is enhanced attention on Tiers II and III, while maintaining effective first-best Structured Literacy instruction in all K-3 classrooms in participating schools. For the 2019-2020 SY, we will limit our Project work to three (3) school districts. In these three districts we will have twelve continuing Project schools. To these twelve schools we will be adding six non-project schools in one district that have previously been trained in Structured Literacy, but received no embedded coaching during the three implementation years. In the second district, we will add two additional elementary schools within the district. In the third district we added a single school. This brought our active total of schools to eighteen, 12 original Project schools and 6 new. The expectations for these eighteen schools will be full implementation – meaning all K-3 classroom, all small group interventions, and all special education interventions will fully align with the structured literacy routines.

Additionally, to these 18 schools we will add an additional 12 schools from one participating district. In these 12 schools we will provide Structured Literacy training to all special education staff and implement Structured Literacy in special education reading interventions for students with mild-moderate disabilities. This additional focus area will allow us the opportunity to compare full structured literacy implementation at all tiers of instruction vs. implementation of structured literacy routines across some tier II and all tier III instructional opportunities. This will bring our total number of schools to thirty, with 18 implementing Structured Literacy at all tiers of instruction and 12 school implementing Structured Literacy as a special education intervention.

In order to support these 30 schools, the six Structured Literacy coaches will be paired into three teams. Each participating district will served by one team of coaches. Each team will include one coach responsible for coaching and supporting K-3 classroom teachers, while the other coach will be responsible for coaching and supporting all small group interventions and in 12 schools only supporting special education.

At the end of Phase III, Year 3, one coach returned to their district per our agreement for a one-year assignment with the Structured Literacy Project. Another coach returned to her former district, having made a three-year commitment to this Project. A third coaching position had temporarily been filled by one of the project's Literacy Specialists. These 3 coaching vacancies will allow the Project to carefully select incoming coaches that will complement the remaining three coaches - allowing each paired team to include a very experienced reading coach with classroom experience and a very experienced special education coach. Additionally the second Literacy Specialist, chose to leave the Project after the completion of Year 3 and leaders in the Exceptional Student Services Unit (ESSU) at the Colorado Department of Education decided to not refill the second Literacy Specialist position. Therefore the literacy team assigned to the 30 schools in three school districts for the 2019-2020 SY will include 6 embedded coaches and one Literacy Specialist.

To enhance our focus on the most challenged K-3 readers including students with disabilities, the Project, in collaboration with each of the three districts' Special Education Directors, will establish a schedule of monthly professional development for each district, specifically designed for special educators. These half-day professional learning opportunities are in addition to the initial Structured Literacy trainings required of all teachers, including special education, new to the Project. Each district plans to arrange for each of the K-3 special education staff to be released from their regular responsibilities during each of these half-day professional development sessions. Sessions being planned by the Literacy Specialist, in consultation with the Project's special education literacy coaches in each of the three districts, will include specially designed evidence-based instructional strategies, assessment and interpretation, dyslexia, handwriting and spelling instruction, and scheduling and designing effective small-group aligned instruction. Special education teachers are also given time to bring questions and challenging student learning profiles before their group for discussion and problem-solving.

The Plan for Improvement Strategies I and III (2019-2020 SY)

Based upon CEEDAR Report (FFY 2016) Recommendations, Three Year Longitudinal Data, and Educator Input from Structured Literacy Project

In the report developed for the CEEDAR Leadership Team (*Strengths and Promising Practices of Colorado Educator Preparation Programs and Perceived Preparedness of New Educators for Early Literacy Instruction* (SSIP, FFY 2016, p. 70-90)) there were several references not only to the READ Act, but to addressing the needs of P-12 students identified with a Significant Reading Deficiency.

Pre-Service Candidates access to High Quality Clinical Experiences in P-12 Schools:

In the CEEDAR Report the University Faculty discussed the "importance of providing different placement settings to give candidates the right variety of experiences serving different student populations… [Specifically] matching candidates to an effective mentor who will model using literacy concepts to drive instruction, carrying out lesson plans, and observation/feedback cycles… (p. 75).

Based on need for these high quality placements, the Report concludes, "The availability of exemplary instructional practices in existing classroom settings are particularly important in this domain of preparation. If there lacks model first-best instructional practices demonstrated by veteran teachers and leaders, then candidates lack adequate field learning experience opportunities." (p. 77).

There were two recommendations in this area based upon input from multiple stakeholders (e.g., Faculty, Literacy Coaches, Directors of Special Education, Families, etc.) that align with this need. These recommendations are direct quotes from that Report.

1. **Strengthen practice-based opportunities within field experience along the following dimensions**:[1]

a. **Focus:** Whenever possible, a variety of field experiences should be offered and should emphasize literacy content and opportunities to work with students with disabilities.

b. **Duration:** As directors of special education pointed out and preparation program faculty noted, a full year residency allows the candidates to experience an entire cycle of learning in a

[1] The research base for the three dimensions of practice-based opportunities can be found in "Learning to Teach: Practice-Based Preparation in Teacher Education" on page 3: http://ceedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf.

classroom setting to get hands-on experience in assessments and other skills while also building meaningful professional relationships.

c. **Coherence:** Many focus group participants called for a closer link between coursework and field experiences within preparation programs. Candidates need experiences to build onto their coursework so the learning is all relevant and cohesive to what they need to accomplish as new educators. (See "First-Best Instructional Practices in Language and Literacy" section for related study findings.)

2. **Training for mentors to emphasize common and consistent expectations in literacy.**

The preparation faculty, literacy coaches, and special education directors all acknowledged the challenge of consistently placing candidates with effective mentors or cooperating teachers. One tool that can be helpful to train mentors is the CEEDAR Literacy Observation and Reflection Tool that is under development. This tool serves as a guideline for standards and expectations of classroom teachers that is observable and clearly defined. It would not only give the mentor teacher a concrete tool for mentoring a teacher in training, but also to check their own classroom protocols. (See "First-Best Instructional Practices in Language and Literacy" for related study findings.)

Action Plan: Based upon these needs and knowing that the Project Schools have tiered levels of literacy instruction in place, the SSIP Leadership Team and the Colorado CEEDAR State Leadership Team will explore the provision of special education and elementary clinical experiences for CEEDAR Partner University pre-service candidates in Project Schools. Simultaneously, the pre-service candidates will have access to learning about structured literacy classroom instruction via University in-class and/or online modules as identified in CEEDAR Blueprint Goal 1; Objective 2; Task 7.a. on page 17 of this report.

Pre-Service Leadership Candidates Opportunities to Focus on Instructional Leadership:

A second area that arose in regards to the READ Act and the provision of literacy instruction is related Principal preparation and the understanding the READ Act in terms of compliance, but not necessarily understanding how to be an instructional leader to improve literacy instruction.

In the CEEDAR Report the university leadership preparation faculty discussed "the Colorado context of requirements and policies that drive their programs, such as Colorado's Academic Standards, the READ Act, and the Colorado educator evaluation system." (p. 75). It was noted that pre-service leadership candidates are provided information in their prep programs regarding compliance with various laws, rules, and regulations. However, it was also noted in the report that, "Principals in particular are observed by literacy coaches and special education directors as lacking classroom experience and focus on Colorado literacy context in terms of compliance and requirements as building managers, but not necessarily in terms of instructional leadership." (p. 75).

There was one recommendation in this area based upon input from multiple stakeholders (e.g., Faculty, Literacy Coaches, Directors of Special Education, Families, etc.) that align with this need. This recommendation is a direct quote from that Report.

1. **Better training for principals on literacy fundamentals and special education needs of students such as the five components of literacy, components of IEPs, etc.**

Furthermore, create a mechanism for supplemental training and support for new principals who do not have a background in early literacy instruction. The participants of the focus groups commonly observed principals as building managers of the schools and not instructional leaders. Training may not entirely

address the larger challenges associated with the role of principalship, but it would allow the principal to know how to best support the staff and delegate instructional duties as necessary.

Action Plan: Based upon these need, we are developing an Inclusive Principal Goal into the CEEDAR 2.0 blueprint for Principal Development as a part of Strategy I of the SSIP which can be seen on pages 12-17 of this report. Additionally, this work will also be included in Strategy III of the SSIP where transformational leadership is one component of the focus areas for developing Quality Schools that have been identified through state and federal accountability.

Understanding and Using Data to Inform Instructional Change:

A third area that arose in regards to the READ Act and the provision of literacy instruction is related Principals' and Teachers' level of understanding of how to use data to inform instructional change. The stakeholders responded that "new teachers know the READ Act as a requirement with which they have to comply in terms of assessing students and other requirements, but they lack the deep understanding of how to assess children properly, why the assessments are important, how to effectively communicate the results to parents, and how these early literacy assessments are critical to the spirit and intent of the READ Act." (p. 76). Specifically, "instead of focusing on any one specific assessment, the special education directors recommended teaching deeply the concepts and processes behind assessments for formative and instructional purposes." (p. 81).

There were two recommendations in this area based upon input from multiple stakeholders (e.g., Faculty, Literacy Coaches, Directors of Special Education, Families, etc.) that align with this need. These recommendations are direct quotes from that Report.

1. **Deeper training for principals and teachers on how to use assessment data to inform instructional decisions.**

It is impossible and also ineffective to expose educator candidates to all the range of assessments they might encounter when they are eventually hired. It is much more effective to focus on the concepts and processes that make assessments useful for instructional and formative purposes. This would also ensure more effective differentiated instruction and communication of student progress with parents and other educators.

2. **Provide continued professional development on differentiation and literacy assessments.**

As the instructional coaches and special education directors observed, even veteran teachers request professional development in differentiation and have a hard time utilizing assessments. The need for this support is crucial for new educators but also for more experienced educators to serve their children as well as potential mentors to new educators.

Action Plan: Instructional transformational is one of the focus areas for developing Quality Schools (Improvement Strategy III), has a cross-departmental team that is focused on incorporating common language and professional learning regarding data informed instruction that is aligned across the department. Additionally the Colorado CEEDAR State Leadership Team is incorporating CEC/CEEDAR High Leverage Assessment Practices into the framework for effective educators. Finally, part of the building-level work occurring in the State Personnel Development Grant held by the Office of Learning Supports in the Student Learning Division, is related to Data-Based Problem Solving and Decision-Making, an essential component of the Colorado Multi-tiered System of Supports. The cross-departmental team and the Structured Literacy Leadership Team are exploring the use of Data-Based Individualization (DBI) in the Project schools as well as in schools that have been identified through the state and/or federal accountability process.

FIGURES AND TABLES

APPENDICES

Appendix A

Colorado CEEDAR State Leadership Team and Stakeholders (November 2018)

Name	**CDE Role**
Mary Bivens	Director of Educator Development, Educator Talent
Paul Foster	Executive Director, Exceptional Student Services Unit
Faye Gibson	Director, Professional Learning and Strategic Partnerships, Office of Special Education
Barbara Johnson	Literacy Specialist, Office of Special Education
Toby King	Deputy Executive Director, Exceptional Student Services Unit
Jennifer Kral	Educator Preparation Principal Consultant, Educator Talent
Wendy Sawtell	Supervisor, Professional Learning and Strategic Partnerships, Office of Special Education
Jennifer Simons	Educator Development Principal Consultant, Educator Talent
Name	**CDHE Role**
Brittany Lane	Director, Educator Preparation
Name	**UNC Role**
Ginny Huang	Associate Dean, College of Education
Corey Pierce	Associate Dean, College of Education
Eugene Sheehan	Dean, College of Education
Name	Regis Role
Ellie Baldwin	Professor, Secondary Education
Heidi Barker	Associate Dean, Division of Education
Melissa Brydon	Associate Professor, Special Education
Name	**UCCS Role**
Valerie Martin Conley	Dean, College of Education
Barbara Frye	Associate Dean, College of Education
Margaret Scott	Professor, Leadership
Name	**Metro Role**
Lisa Altemueller	Professor, Special Education
Name	**CEEDAR Role**
Lindsey Hayes	State Lead
Jonte Myers	State TA Specialist

Appendix B:

BEST IN CLASS:

Five Principles of Effective Educator Preparation

COLORADO
Department of Higher Education

COLORADO
Department of Education

2020

The Colorado Department of Higher Education and The Colorado Department of Education
Report to the Colorado Legislature

In compliance with S.B. 19-190

Prepared and submitted by the Colorado Department of Higher Education and the Colorado Department of Education Pursuant to S.B. 19-190

January 2020
1600 Broadway, Suite 2200, Denver, CO 80202
For more information contact: Brittany Lane brittany.lane@dhe.state.co.us

201 East Colfax Avenue, Denver, CO 80203
For more information contact:
Colleen O'Neil: oneil_c@cde.state.co.us

Executive Summary

In 2019, the Colorado Legislature enacted Senate Bill 19-190, the Growing Great Teachers Act. The legislation declares that "high-quality teaching is the linchpin for effective, high-quality education in the schools of the state. To be an excellent, effective educator, an individual must receive comprehensive, rigorous, and effective training in the art and science of teaching and in the skills and subjects that the individual will teach." The Growing Great Teachers Act directs the Colorado Department of Education and the Colorado Department of Higher Education to review research and identify best practices for teacher preparation programs. This report responds to the 2019 statutory requirements by synthesizing current research with a set of five principles for teacher preparation programs and several best practices under each principle.

Taken together, the five principles demonstrate that teaching is a profession requiring specialized knowledge, clinical preparation, and ongoing candidate development and learning. Teacher preparation programs that employ these five principles establish the foundation for teacher candidates as emerging professionals. As the American Association for Colleges of Teacher Education states, "In recent decades, consensus has grown among researchers and practitioners: Teaching is a complex practice, learned over time, through rigorous and deliberate study combined with thoughtfully orchestrated opportunities to practice." (2018, p. 14) To foster candidates' learning of teaching as a complex practice requires that effective preparation programs integrate the knowledge of curricula with knowledge of learners and learning and provide ongoing, meaningful clinical experiences that are tied to a common vision of the teaching profession. The principles outline the foundational tenets of teacher preparation and the practices describe facets of the principles.

"In recent decades, consensus has grown among researchers and practitioners: Teaching is a complex practice, learned over time, through rigorous and deliberate study combined with thoughtfully orchestrated opportunities to practice." - AMERICAN ASSOCIATION FOR COLLEGES OF TEACHER EDUCATION

Introduction

This report synthesizes a wide body of research and analyzes practices from across the world to identify five core principles embodied by effective teacher preparation programs. Each principle contains best practices in developing excellent teachers. Taken together, these principles and practices indicate the critical work of high-quality preparation programs move candidates from a set of loosely linked courses or curricula to comprehensive programs grounded in practice, driven by curricula that integrates academic and professional knowledge and skills. They also suggest that teacher preparation leaders create a developmental trajectory for candidates over time with stakeholders. The principles and practices paint a picture of constant feedback and evaluative loops that connect teacher candidates with their preschool through grade 12 (P-12) students as well as groups of candidates and preparation program stakeholders, both university and school-based.

When reading the principles and practices of this report, the following definitions are critical:

The principles are the research-based tenets for constructing all high-quality teacher preparation programs. These are central to the design of any program across all contexts.

The practices under each principle are components that require deep understanding of the program's context in order for them to be operationalized. Understanding context includes, but is not limited to, knowledge of the specific teacher candidates, the specific content area of each program, the mode of program delivery and characteristics of P-12 students and schools being served.

Thus, all teacher preparation programs are held to a set of rigorous and research-based principles. In addition, all programs work to meet the local needs of their candidates and schools. Flexibility in enacting the practices

leads to innovative pathways that serve individual groups and communities. Moreover, this report describes macro-level principles and practices; it is not intended to recommend specific actions or micro-level recommendations that suggest there is only one way of carrying out a principle or enacting a practice.

Teacher candidates are continually mentioned throughout this report to reference those who are enrolled in a preparation program. This generic term does not distinguish among all types of candidates or pathways. P-12 students are also mentioned throughout this report; this generic term refers to students in elementary, middle, and secondary schools.

There are, additionally, larger political and financial aspects of becoming a teacher that require attention. While this report does not describe the dire needs to elevate the teaching profession, build financially feasible pathways for becoming a teacher, including paid clinical experiences or paid apprenticeships, and increase teacher compensation, these factors are a critical part of supporting preparation programs and P-12 schools that seek to partner for the sustainability of teachers and their profession.

Core principles of high-quality teacher preparation programs:

1. Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

2. Teacher preparation programs foster candidates' deep understanding of P- 12 learners, including their cognitive and socio-emotional development.

3. Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

4. Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

5. Teacher preparation programs engage in robust, continuous improvement efforts.

Principles' Discussion:

Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.

Research indicates that effective teachers have a strong grasp of their content area(s) and a deep understanding of different instructional practices, or pedagogies, specific to a discipline that allow students to best learn and deeply understand the content. Thus, teacher preparation programs must not only ensure that their candidates possess the requisite content knowledge for teaching but also equip them with the disciplinary pedagogical skills to teach effectively. Program practices need to blend content and pedagogy within curricula to provide the necessary foundation for the success of teacher candidates.

PRACTICE 1A:

Teacher preparation programs effectively integrate content knowledge, content knowledge for teaching, and pedagogical knowledge.

By integrating the various knowledge bases required by effective teaching, programs create a model of teacher preparation that supports candidates to acquire the content-specific knowledge and pedagogies necessary to be successful in the classroom. For example, research shows that the ways in which candidates are taught mathematics content supports them in developing as effective teachers. Candidates need to know how to present math concepts in a way that is understandable to a diverse set of learners. Math teachers, unlike mathematicians, need to understand students' cognitive development of numerical reasoning and how to use students' experiences and social references to help facilitate math comprehension.

PRACTICE 1B:

Curricula are co-designed by content experts and experts on teaching.

This practice ensures that candidates master the subject area, learn how students can best understand the content, and learn and practice research-based pedagogies specific to a discipline. Research indicates this is an important practice since strategies vary by content area. Effective science teachers, for example, employ a range of pedagogical methods that include inquiry, constructivism, cooperative learning and authentic science laboratory investigations. Having both content experts and teaching experts co-design curricula creates learning experiences for candidates to learn and practice discipline-specific pedagogies and reflect and collaborate with colleagues, just as candidates will do for their own students.

PRACTICE 1C:

Teacher preparation curriculum includes the science of teaching reading so that teacher candidates learn how to teach all students to read by third-grade.

Almost two decades ago, the National Reading Panel studies arrived at recommendations for how students receive daily, explicit, systematic phonics instruction in the early grades. When students can't read, they have trouble learning; the great majority of students who fail to master reading by third-grade have significantly higher dropout rates or finish high school with limited opportunities. Teacher preparation programs that endorse elementary, early childhood, or special education teachers shall include coursework that teaches those teacher candidates the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension. Reading coursework and field practice opportunities are a significant focus for the endorsement areas for teachers who are being prepared in these three identified licensure areas.

SAMPLE RESOURCES:

Caspe, M., Lopez, M. E., & Hanebutt, R. (2019). The family engagement playbook. Retrieved from: https://medium.com/familyengagementplaybook

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National Education Association (2011). School-Family Engagement: Staff Preparation and Support Are Vital. Retrieved from: http://www.nea.org/assets/docs/PB35schoolfamilycommunity2011.pdf

Principle 2: Teacher preparation programs foster candidates' deep understanding of P- 12 learners, including their cognitive and socio-emotional development.

Each learner enters a classroom with unique experiences, cultural assets, family background, learning style, talents, and needs. Effective preparation programs equip candidates with the knowledge and skillset to foster safe, inclusive, learning environments and customize learning for a diverse array of students. Candidates acquire techniques to identify student strengths and needs and support each student to achieve academic proficiency and essential skills such as resilience, problem solving, and communication.

PRACTICE 2A:

Curricula support candidates to understand different learning and developmental patterns and how to personalize learning experiences for students.

Preparation programs that include curricula focused on how cognitive, linguistic, social, and emotional development occurs enable teacher candidates to understand the varying ability levels, learning styles, and cultural and family backgrounds of their students. These candidates are then able to leverage those experiences and traits of their students to promote deep learning and high levels of academic growth and achievement. Candidates need opportunities to practice techniques for identifying student needs and then designing multiple approaches to learning based on student needs. Further, best practices indicate that teacher candidates are more effective when they hold high expectations for all students and offer rigorous learning experiences and supports. Thus, teacher preparation programs help candidates understand different methods for holding rigor high and providing challenging lessons while also supporting the developmental needs of all students.

PRACTICE 2B:

Curricula build candidates' skills to foster inclusive, safe, and supportive learning environments that enable each learner to meet high standards.

Teacher preparation programs strive to provide candidates with a supportive, personalized setting as candidates consider how to create those same experiences for their students. Field experiences in diverse settings must be prioritized for candidates. Additionally, preparation programs provide recent research and best practices in cultural competence and student well-being. Examples of focus areas for today's educators include English language development, anti-bullying practices, restorative practices, trauma sensitivity, identifying and

responding to signs of mental illness and substance abuse, and supporting students' healthy use of social media.

PRACTICE 2C:

Candidates learn an inquiry-based style of pedagogy that supports P-12 learners in building the skills needed to thrive in a dynamic and interconnected society.

Today's students not only need to master academic core content but also build essential skills, including critical thinking, collaboration, problem solving, resiliency, effective communication, and personal responsibility. Effective preparation programs model inquiry-based practices so that candidates obtain firsthand experiences in an environment that demands active learner engagement. Curricula and fieldwork provide candidates with active learning experiences and time for self-assessment, reflection, and coaching following the experiences. Through their preparation, candidates understand how to use inquiry-based pedagogy to engage their students in thinking critically and creatively about authentic local and global issues.

PRACTICE 2D:

Teacher preparation programs include a focus on family engagement strategies.

Students are more successful in school and in life when their families are engaged as partners with their educators and schools. Effectively preparing new educators with the skills to partner with families and communities in deep and meaningful ways can have a great impact on students' social, emotional, and academic growth. It is important to note that candidates' mindsets are strongly influence their ability to effectively partner with families and tap into their expertise.

Evidence-based practices for pre-service preparation on effective family partnerships include an emphasis on fostering a welcoming environment for families, relationship building, and deep listening.

SAMPLE RESOURCES:

Caspe, M., Lopez, M. E., & Hanebutt, R. (2019). The family engagement playbook. Retrieved from: https://medium.com/familyengagementplaybook

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Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.

Research indicates that clinical practice is central to effective teacher preparation. Effective teacher preparation programs provide multiple, intentional, clinical experiences throughout candidates' developmental trajectory. Clinical experiences are aligned with program curricula so that candidates acquire classroom management skills and pedagogical content knowledge. Best practices indicate that candidates observe, experience, and practice the pedagogies about which they are learning in curricula and field settings.

PRACTICE 3A:

Teacher preparation programs provide intentional clinical experiences early and throughout the program.

The actual process of learning to teach requires early and ongoing opportunities to engage in authentic teaching performance in diverse learning environments. A culminating and sustained clinical experience is a core component of high-quality preparation and must be no less than a semester in length. Clinical experiences that provide candidates with the knowledge and skills to establish a successful start and end to the school year prepare those candidates for both short- and long-term effectiveness.

PRACTICE 3B:

Curricula complement and align with clinical experiences so candidates develop their knowledge and skills in meaningful ways.

Effective preparation programs have made field experiences foundational to their programs and have designed their curricula to sequence around those experiences to support candidates' development of knowledge and pedagogical skills. For example, teacher candidates learning about child development and cognitive science in their coursework might simultaneously participate in structured field experiences to observe developmental theory in practice.

PRACTICE 3C:

Preparation programs ensure clinical experiences are high quality by identifying and supporting strong mentors who provide ongoing coaching and evaluative feedback to candidates.

Research indicates that effective clinical experiences are supported by qualified mentors who possess strong mentoring skills and a demonstrated record of success with student growth and achievement. Preparation programs and P-12 partners can work together to identify the qualities they expect to see in mentors and match candidates with qualified mentors. Research also shows that a best practice of clinical experiences is to ensure that university and school coaches are regularly observing candidates and providing actionable feedback.

PRACTICE 3D:

Partnerships for clinical experiences are mutually beneficial for teacher candidates, P-12 educators, and schools.

To realize mutual benefits, teacher preparation leaders and P-12 educators need to authentically collaborate to design clinical experiences that promote learning for all involved. Regular communication can lead to better alignment of curricula and classroom practice and provides an avenue for deepening relationships, meeting needs, and designing opportunities. As active partners, teacher preparation programs and P-12 schools share responsibility for continuously monitoring and improving field experiences.

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Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.

Learning to teach is a process developed and honed over time through solid instruction, quality practice, and constructive feedback. Effective teacher preparation programs assess candidates formatively and summatively throughout their programs based on a clear vision of novice teacher development that includes explicit programmatic benchmarks. Candidates have opportunities to learn from ongoing assessments and resulting feedback.

PRACTICE 4A:

Teacher preparation programs regularly and continuously monitor the progress of candidates throughout the program to ensure they are on track for classroom readiness.

Effective programs have clear strategies for frequent monitoring and feedback cycles based on multiple forms of evidence. Candidates demonstrate that they are developing the necessary content knowledge, pedagogical content knowledge, and pedagogical skills. If a candidate is not adequately demonstrating these competencies, programs offer remediation and coaching based on standards and explicit benchmarks. If candidates continue to struggle after receiving targeted support, preparation programs have clear process regarding program exit points.

PRACTICE 4B:

Teacher preparation programs develop criteria and measures for key attributes and dispositions beyond academic knowledge that candidates must show to progress through and complete the program.

Research and best practices show that educators' beliefs, attitudes, and habits are a critical component of creating an inclusive and successful learning environment. Communicating program expectations to candidates from the beginning is important to ensure that candidates understand the criteria for the ethical standards and professional dispositions that they must demonstrate. Educators must hold and enact a belief that all children can learn and achieve. To evaluate a candidate's attributes and dispositions, teacher preparation programs need to develop and use reliable and valid measures to regularly assess candidates, give feedback, and provide coaching.

PRACTICE 4C:

Valid and reliable performance assessments based on common standards are incorporated into recommendations for licensure.

High-quality performance assessments mirror the conditions educators will experience when they are leading their own classrooms. Some examples of performance-based assessments include case studies, exhibitions of performance, videos of performance, and action research. Such assessments provide valuable and consistent information regarding the evaluation of candidates. Candidates' performance on such assessments is evaluated against a set of common standards such as state standards. Teacher preparation programs can use the data collected from performance assessments to identify areas where the program's candidates are consistently underperforming. Using the data gathered, programs can then make improvements and track progress.

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Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.
High-quality teacher preparation programs collect and use data for the purpose of continuous improvement. Programs meaningfully engage multiple groups of stakeholders in cycles of program review and improvement, which is based on stakeholder data during the program and beyond program completion.

PRACTICE 5A:

Teacher preparation programs use data to monitor graduates' performance, make improvements, and ultimately drive success.

Leaders at effective teacher preparation programs create a positive culture of data use by shifting the mindset from viewing data as a compliance need to leveraging data for continuous improvement. Best practices indicate that program leaders intentionally develop the data literacy skills of their administrative teams. State agencies are active partners and ensure that teacher preparation programs receive data on the classroom performance of their graduates. With data, teacher preparation programs can understand what elements of their program most effectively prepare teachers and which components need improvement.

PRACTICE 5B:

Programs meaningfully engage stakeholders in data sharing and continuous improvement.

A best practice of teacher preparation programs is to include key stakeholders in data collection, analysis, and improvement planning efforts. Engaging stakeholders such as program graduates, P-12 practitioners and leaders, program faculty, and community partners builds a positive culture of continuous improvement and leads to more intentional program design and potential innovation to serve local needs. Teacher preparation programs strive to communicate their successes, challenges, and data-informed improvement strategies with a broad range of stakeholders to advance program evolution that serves teacher candidates and students.

PRACTICE 5C:

Teacher preparation programs engage in strategies to improve the P-20 education system and meet local needs.

Teacher preparation programs that embrace a mindset of continuous improvement are committed to strengthening the greater P-20 education systems in which they operate. Each program has the opportunity to contribute its unique assets to help local communities meet workforce needs and diversify the teacher pipeline. A best practice of high-functioning teacher preparation programs is to intentionally recruit individuals from ethnically, culturally, and geographically diverse groups and/or for content shortage area needs. P-12 and postsecondary institutions can partner to close educational opportunity gaps and ensure all students have access to effective educators and rigorous learning environments.

SAMPLE RESOURCES:

Association for Advancing Quality in Educator Preparation. (2018). AAQEP Expectations Framework. Retrieved from https://aaqep.org/wp-content/uploads/2018/07/aaqep_expectations_framework_short_february_2018.pdf

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Conclusion

To respond to the Growing Great Teachers Act in Senate Bill 19-190, this compilation of five principles provides the critical components of all effective teacher preparation programs. Taken together, these principles describe high-quality teacher preparation that organizes coursework and clinical experiences around a vision of teacher candidates' development, bridging coursework and classroom practice. Teacher preparation programs must create consistent and intentional opportunities for candidates to work in classrooms so that candidates are able to build relationships with students, gain a deep understanding of how different students learn, and enact a wide repertoire of strategies that increase all students' growth and achievement.

It bears repeating that the five principles articulated in this report are not intended to prescribe any one version of best practice. While all educator preparation programs must demonstrate the ways in which they operationalize each of these principles, preparation leaders must be given the professional flexibility to make decisions that best meet the local needs of the communities and schools that they serve. The principles provide the necessary foundation for development and continued refinement of high-quality preparation programs.

Teacher preparation programs must create consistent and intentional opportunities for candidates to work in classrooms so that candidates are able to build relationships with students, gain a deep understanding of how different students learn, and enact a wide repertoire of strategies that increase all students' growth and achievement.

Appendix C: (next page)

Educator Preparation Providers and Best Practices: Strengths and Goals
Self-assessment and Implementation Maps for 2020-2023: Plans Due March 1, 2020

Introduction: Best Practices Report and Provider Plans

SB 19-190 required the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE) to collaborate with educator preparation leaders on a report of best practices in teacher preparation. The final report describes a set of 5 overarching principles with a total of 17 more specific practices for the principles.

- **The principles** are the research-based tenets for constructing all high-quality teacher preparation programs. These are central to the design of any program across all contexts.
- **The practices** under each principle are components that require deep understanding of the program's context in order for them to be operationalized. Understanding context includes, but is not limited to, knowledge of the specific teacher candidates, the specific content area of each program, the mode of program delivery and characteristics of P-12 students and schools being served.

SB 19-190 also requires each educator preparation provider to submit a plan to CDHE and CDE by March 1, 2020 on how that provider expects to phase in implementation of specific practices over the next three years (Fall 2020-Fall 2023). A plan consists of:

(1) self-assessment: a provider's self-assessment of current strengths [using the rubric below] and work and accompanying narrative about the provider's work with three professional learning goals; and
(2) implementation map: a provider's implementation map for accomplishing the three learning goals over the next three years.

CDHE and CDE may utilize the plans that educator preparation providers submit to guide professional networking, deeper learning and provider development. The specific strengths and goals that providers outline in their plans will provide direction for cross-institutional sharing and collaborating on common goals as well as for meeting specific institutional needs. Local solutions and innovations will be encouraged as providers create and refine best practices in their individual contexts and with specific schools and districts.

The reauthorization process provides an opportunity for CDHE and CDE to learn about providers' efforts towards enacting the principles and practices of high-quality teacher preparation. Providers can share progress towards their professional learning goals during reauthorization site-visits so that CDHE and CDE are aware of the work in which educator preparation leaders are engaged and the support that might be needed.

Self-assessment: Rubric and Narrative

The self-assessment template is organized using the principles and practices of the best practices report. It asks educator preparation providers to self-assess on each practice within each principle using the implementation rubric below. Qualitative descriptions for the self-assessment are articulated below as well. In the narrative section that follows the self-assessment, providers will describe their ongoing and current work to include their strengths. The narrative is also the place where providers will articulate their goals for professional learning and development over the next 3 years (Fall 2020 – Fall 2023).

Providers must have a total of three professional development that align with the principles and practices below. Depending upon the provider's current work, strengths, vision and needs, a provider can set all three goals within one principle or set three goals for more two or three different principles.

Each Educator Preparation Program (EPP) will submit one plan. An EPP that is authorized for multiple teacher licensure endorsements must decide how to best organize the creation of the plan and the setting of three goals. An EPP might umbrella multiple endorsements with intention for greater professional learning across endorsements (e.g., for program alignment, goals on clinical experiences, strategic work on school partnerships, etc.). An EPP might decide to group all K-12 endorsements with a goal focused on clinical experiences across K-12 classrooms. Given that best practice is always contextualized and that providers are uniquely defined by their missions and teacher preparation pathways, providers are best suited to determine how to organize their three learning goals.

Self-assessment rubric

Initial stage: No implementation yet	Emerging Implementation: Beginning to put into place	Partial Implementation: Putting into place	Full Implementation: Consistently in place
• In the brainstorming phase • Just starting to conceptualize • No evidence yet from practice • On the "to do" list • In the initial stage of gathering information	• Limited application • Piloting stage • Emerging evidence or data to support practice • Emerging or inconsistent evaluation in place • Still establishing desired purposes and outcomes	• Somewhat consistent application • Some evidence or data to support practice • May have some evaluation in place • Need additional data for reporting or feedback loops	• Consistent • High-quality evidence or data system utilized for professional learning, improving practice and reporting • Continuous and consistent cycles of evaluation in place to refine provider or program or practice

Appendix D

READ Update

Colorado knows reading by third grade is critical

Reading is an essential skill that must be developed early in a child's educational career. Students who do not read at grade level by third grade struggle throughout their academic career and have limited options as adults. Educators must have a deep understanding of the science of evidence-based reading to help every child meet this critical benchmark and become a lifelong reader. Recognizing this, the Colorado legislature passed the Colorado Reading to Ensure Academic Development Act (READ Act) in 2012 to ensure that all children in Colorado reach grade level proficiency in reading by the end of third grade.

After six years of implementation of the READ Act, schools and districts were not seeing the dramatic improvements in reading levels envisioned by state leaders.

- Colorado has seen only a 2 percent increase in third graders meeting or exceeding expectations on the Colorado Measures of Academic Success tests in English language arts.
- Statewide data shows only a 1 percent reduction in the number of students identified with a significant reading deficiency (SRD).

Reviewing the implementation of the READ Act, policy makers identified challenges that contributed to its lower-than-desired impact:

- The statute defined clear allowable uses of READ Act per-pupil intervention funds, but it did not provide clarity regarding accountability for the use of funds.
- Reporting requirements for the READ Act make it challenging to identify instructional programming and interventions effective in reducing the number of students identified with SRDs.
- The need for increasing teacher knowledge on evidence-based practices for teaching reading.

The State Board of Education and Colorado legislature worked together on several updates to the READ Act through Senate Bill 19-199 (SB 19-199) to address the implementation challenges the state faces. The updates emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade.

The Colorado Department of Education is renewing its commitment to supporting districts, schools, teachers and families as we work together to help students read at grade level by the end of third grade. While doing this, we also need to look deeply into outcomes of the READ Act so far and listen to the wisdom of teachers, school leaders and parents to better understand why we are not making as much progress as we have hoped to see.

Strengthening the READ Act: SB 19-199

The updates to the READ Act emphasize the importance of using evidence-based instructional practices through changes to improvement planning, external program evaluation, accountability for fund usage, and teacher training.

SB 19-199 also creates a public information campaign, increases the Early Literacy Grant program by $2.5 million, and specifies that all students who read below grade level receive a daily literacy block for the length of time indicated by research.

Unified Improvement Planning

- Unified improvement plans must include information about the district's reading assessments, curriculum and instructional programs, as well as their intervention services. Districts that receive per-pupil intervention funds or Early Literacy Grant program funds must also include their plans for providing professional development to teachers prior to receiving funds.

External Evaluation

- The Colorado Department of Education must hire an outside evaluator to conduct a multiyear evaluation to measure the effectiveness of READ Act implementation in all districts. This is includes the use of per-pupil funds and early literacy grant funds.

Per-Pupil Intervention Fund Distribution and Use

- Districts must submit an annual budget and narrative prior to receiving per-pupil intervention funds.
- The allowable uses of the per-pupil intervention money expands to include purchasing CDE approved core reading instructional programs and purchasing technology, including software, to assist in assessing and monitoring student progress.
- The department is required to monitor and, if necessary, audit district use of the money throughout the budget year.
- The amount of per-pupil intervention money a district may retain from year to year is capped at 15 percent.
- Some of the READ intervention funds are redirected to the external program evaluation, state provided teacher training, public information campaign, and early literacy grant program, thereby reducing the per-pupil distribution to districts.

K-3 Teacher Training

- Beginning with the 2021-22 school year, each district that receives per-pupil or early literacy grant funding must annually ensure that all K – 3 teachers have completed evidence-based training in teaching reading.
- Districts must submit evidence that each teacher has completed and passed an end-of-course assessment of learning in evidence-based reading training that is:
    - Included as a course in an approved educator preparation or alternate teacher program, or
    - Included as a course in a post-graduate degree program in teaching reading or literacy, or
    - Provided by CDE or included on the CDE advisory list of professional development programs, or
    - Provided by a district and is appropriate for license renewal.
- A teacher is determined to have successfully completed evidence-based training in teaching reading if the district submits evidence to CDE that the teacher passed an end-of-course assessment of learning at the completion of the training.
- The department must provide no-cost training, when requested by local education providers, on evidence-based reading instruction.

A local education provider that is not in compliance may request a one-year extension from CDE based on a demonstration of good cause for inability to comply.

Appendix E - Example

Teacher Name/Code:_____ **School:**_____ **Rating Date Mo/YR 1**_____ **2**_____

Structured Literacy: 3rd Grade Routine Rubric

Level	1	2	3	4	5	6
Category	Beginning Novice	Novice	Advanced Novice	Partially Proficient	Proficient	Expert
Overall Routine	Some Days-Inconsistent	Every Day-But Not ALL Components	Every Day-Most Components	Every Day-All Components But Poorly Timed	Every Day-Ever Step Within Time	Every Day-All Components with In-Lesson Adjustments Based on Student Responses
Overall Teacher Understanding of Language Structures	Accurate Knowledge of Allowable Vowel and Consonant Spelling Patterns is Not Evident During Routine	Knowledge of a Few Allowable Vowel or Consonant Spelling Patterns- But Not Used to Support Lesson Content	Knowledge of Many Allowable Vowels and Consonant Spelling Patterns Apparent-But Poorly Explained or Not Used as Meaningful Support Within Lesson	Knowledge of Allowable Vowel and Consonant Spelling Patterns is Evident During Error Handling with Multi-syllable Word Reading and Spelling	Knowledge of Allowable Vowel and Consonant Spelling Patterns is Used to Continually Reinforce, Build Understanding and Aid Student Choices in Multi-Syllable Word Learning	Thorough Knowledge of Allowable Vowel and Consonant Spelling Patterns is Evident in Quality of Explanations and Clarity of Instruction
Overall Teacher Understanding of Language Structures	Limited Knowledge of Syllable Patterns	Awareness of Syllable Patterns-But Not Effectively Used or Incorrectly Used to Support Lesson/Instruction	Fairly Solid Understanding of Syllable Patterns –But Occasional Inaccuracies in Syllable Division	Knowledge of Syllable Patterns is Used Consistently to Guide Students with Accurate Word Pronunciation and Spelling	Knowledge of Syllable Patterns is Automatically Used Consistently to Guide Students with Accurate Word Pronunciation and Spelling	Knowledge of Syllable Patterns and Division is Skillfully Used in Response to Student Need and During Error Handling and Questioning
Overall Teacher Understanding of Language Structures	Little Grasp on Basic Morphology Concepts	Knowledge of Basic Morphology Structures (Prefixes, Suffixes, Base Words, Roots) Used Awkwardly	Knowledge of Basic Morphology Structures and Their Specific Meanings Are Used to Reinforce Lesson Content	Opportunities for Building Morphological Awareness is Evident Throughout the Lesson Plan	Morphological Knowledge is Taught and Used to Help Students Refine Spelling Accuracy	Knowledge of Morphology is Woven into All Aspects of Lesson Planning, Instruction and Practice

Appendix F

Structured Literacy Routine
Observation Form

Teacher_____ Grade_____ Time in _____ Time out_____

Observations	Notes
Learning Environment *(K-3)* o Classroom is organized for effective instruction and seamless transitions are evident o Strategic student seating is established and purposeful to maximize student learning and teacher's accessibility for error handling o Visual distractions are minimized and learning space is uncluttered o Classroom space is used optimally and designed to minimize distractions, noise, and interruptions o Overall learning environment is safe and promotes active participation by all	
Picture Deck *(Kindergarten and beginning 1st grade)* o There is evidence of an established Picture Deck routine that includes letter name, key word, sound, and 3 sound rules o Cards in deck correspond appropriately with Scope and Sequence o ALL students provide verbal response and air tracing of letter formation o Smooth card handling and 'perky' pace o Teacher provides appropriate error correction **Sound Deck** *(Kindergarten, 1st grade, 2nd grade)* o There is evidence of a consistent and purposeful Sound Deck routine o Cards in deck coincide appropriately with Scope and Sequence o Routine is smooth, well-paced, and minimizes 'teacher' voice o ALL students participate with verbal response **Morphology Deck** *(2nd grade, 3rd grade)* o o This is evidence of a purposeful and well-paced Morphology Deck routine o Cards in deck correspond to current instruction within the Scope & Sequence o Questioning is used appropriately to check understanding o ALL students participate and verbally respond	
Sound Dictation *(Kindergarten, 1st grade, 2nd grade)* o Sounds for dictation are chosen based on formative assessment o Transition to Sounds to Dictate happens efficiently following Sound Deck o Routine is well-established with teacher monitoring students' verbal repetition of dictated sound for accuracy prior to writing	

Word Building/Word Reading (*K-3 unless otherwise noted)* o Word Building: chaining is efficient and well-planned *(Kindergarten)* o Word Building is used sparingly, but as needed to promote concept understanding, i.e., word sums *(1st grade, 2nd grade)* o Word Building includes a variety of formats, e.g., word sums, word matrixes, word family trees, and corresponds to Scope and Sequence *(3rd grade)* o Words to Read are chosen based on Scope and Sequence and student need o Teacher establishes routines to ensure ALL students get adequate practice and repetition (20+ words, read multiple times with increasing automaticity) o Teacher provides corrective feedback using effective segmenting, blending, and cueing techniques	
Words to Spell *(K-3 unless otherwise noted)* o Words are chosen based on Scope and Sequence and formative assessment o Teacher establishes routine to ensure ALL students get adequate practice o Routine is structured for efficiency (smooth transitions, materials accessible) o Say it, tap it, write it strategy is evident and used by ALL students *(K and 1st)* o Say it, Write it strategy is evident and used by ALL students; tapping is encouraged for those who continue to benefit from this strategy *(2nd & 3rd)* o Teacher provides supportive questioning and constructive feedback o Teacher models correct spelling of dictated word; students readily use the correction routine (no erasing, rewriting entire word correctly) o Phrase/sentence dictation occurs and is consistent with Scope and Sequence	
New Learning *(K-3)* o Teacher introduces new learning that follows Scope and Sequence o Teacher uses the full new learning routine 'mini lesson' to introduce new phonogram, new concept, new principle, or new morpheme o Words to Read (3-5) and Words to Spell (2-3) within 'mini-lesson' are well- chosen to represent the new phoneme, principle, concept, or morpheme	
Learned Words *(Kindergarten, 1st grade, 2nd grade as needed)* o Teacher reviews previously taught learned words when there is New Learning o Teacher introduces 1-3 new learned words per week using the procedure accurately and efficiently pointing out unfair portion, uses air writing &	
Overall Routine *(K-3)* o Intentional planning is evident and materials are readily accessible o ALL students are aware of routine expectations and actively participate o Transitions between routine components are seamless, maximizing instr. time o Teacher actively monitors student responses for completion and accuracy o Formative assessment data is collected to inform future instruction	

Appendix G

Stakeholder Feedback:
Structured Literacy Teacher/Principal Self-Reflection - Comments informing adjustments to the Structure Literacy Project

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	**Connection Point to inform SSIP Improvement Strategy #1, #2, or #3**
Our PLC time and having a student teacher. With my student teacher I constantly had to explain why I was doing what I was doing. This is good for me to reflect on my teaching.	Collaborating Teacher with pre-service candidate (#1)
Guided reading, especially the focus on identifying evidence to support answers and opinions, Kagan Structures	Methodology (#2)
More experience in using and teaching the curriculum from my first year and a better understanding of the progression in student learning.	Time in Project (#2)
I was able to have my coach come in and model guided reading groups. This was very helpful for me to see different strategies for teaching guided reading. I was also able to get help from my mentor teacher at the beginning of the year in this area.	Skillset of Coaches (#2, #3), Mentor Teachers (#1, #2)
My teammate had lots of experience with phonics instruction, so she definitely impacted my performance positively.	Time for Collaboration - (#1, #2, #3)
Perhaps a different SLI coach. The coaching was more combative than instructional. I was made to feel very inadequate.	Coach Professional Learning Needed (#2)
Co- workers teaching SLI	Time for Collaboration - 1, #2, #3)
Extra support in classroom during Structured Literacy.	Skillset of Coaches (#2, #3)
More experience with the structured literacy framework and learning from mistakes in the past. Also more intervention help at the school to double or triple dip kids in structured literacy components.	Time in Project (#2), Time for Collaboration - Master Scheduling (#1, #2, #3)
The teacher manual for structured literacy was very helpful to me because I realized there was a lot that I didn't know.	Resources (#2)
collaboration with classroom teachers	Time for Collaboration (#1, #2, #3)
Input from team members, literacy interventionists, feedback from administration	Time for Collaboration (#1, #2, #3)
The support of my team and their willingness to share resources that align with the instructional practices provided by the coaches.	Time for Collaboration (#1, #2, #3) Mentor Teachers (#1, #2)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
I have high expectations for my students from many years of experience. That contributes to the performance.	Mindset (Vision), Personal Experience, Time in Project (#2)
Our grade level has an interventionist that gave a double dip of structured literacy and then our para was trained by our coach and gave another dip of the structured literacy to small groups.	Time for Collaboration - Master Scheduling (#1, #2, #3)
The pacing guide was a huge help!	Resources (#2)
Understanding the importance of targeted small group. I have learned a lot this year	Methodology (#2)
Everything about this program is excellent! I have increased my understanding and, with my coach's help, passed this knowledge along to my students.	Methodology (#2), Skillset of Coaches (#2, #3)
The support of my teammates in the structured literacy project (K, 1, 3).	Time for Collaboration (#1, #2, #3), Mentor Teachers (#1, #2)
Adding CKLA for listening comprehension	Methodology (#2)
I have had lots of literacy training over my many years as an educator, so I was already very aware of the relationship between reading, writing, and spelling. In my role as a 3rd-5th interventionist, I did not receive much coaching, which is why some of my [survey] answers were "disagree". Most of my instruction has not been "as a result of coaching". That being said, I think that the coach worked very hard to get our K-3 teachers aligned in phonics instruction and I felt very comfortable going to her with any questions or concerns.	Methodology (#2)
Learning the Structured Literacy program more in depth and working with my other teammates to effectively implement the program.	Time in Project (#2), Time for Collaboration (#1, #2, #3)
Knowing the program better	Time in Project (#2)
FAST training, Rebecca Sitton Spelling and our building high frequency words from years ago.	Professional Learning Methodology (#2)
Collaboration with teammate.	Time for Collaboration (#1, #2, #3)
Had a very small class this year.	Class Size (#2)
Students meeting their educational DIBELS Goals.	Outcomes (#2)
student behavior	Classroom Management (#1, #2, #3)
The coach observed while I taught and gave me useful feedback and suggestions. This was great!	Skillset of Coaches (#2, #3)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
I don't think that the coaching this year had any effect on my teaching. This was our 3rd year with a coach so I felt like I didn't need any additional coaching. SLI is pretty straight forward once you have taught it for a few years. It was nice to have someone to answer questions but that could have easily been done through an email.	Time in Project (#2)
Other PDs offered throughout the year	Professional Learning (#2)
Coach -Thank you for observing, helpful hints and ideas to change and grow in.	Skillset of Coaches (#2, #3)
Coach has been such a positive support this year and I truly believe that it is her help that has allowed me to be successful with SIMR.	Skillset of Coaches (#2, #3)
Other literacy based programs have helped me. Orton Gillingham has helped my instructional practices.	Methodology (#2), Professional Learning (#2)
Daily use of the materials and having the school wide approach.	Resources (#2), Time in Project (#2)
Help from special education, from our reading interventionists, and other teachers	Time for Collaboration (#1, #2, #3)
The encouragement really helped :) It meant a lot coming from the coach when she pointed out or noticed little things :)	Skillset of Coaches (#2, #3)
I attended the Read Conference in Pueblo. I did not find it ALL helpful, but I did implement some practices.	Professional Learning (#2)
Time has been a big factor in my performance. I have gotten better the more I teach it.	Time in Project (#2)
STRIVE literacy training	Professional Learning (#2)
My background in the OG method was a huge plus when we began structured literacy in my school.	Professional Learning (#2)
Advice from fellow teachers and data from other testing	Time for Collaboration (#1, #2, #3), Data Analysis (#1, #2, #3)
Smaller class size this year	Class Size (#2)
Other professional development, prior knowledge in instruction area.	Professional Learning (#2)
My team mates helped me with strategies and tools.	Time for Collaboration (#1, #2, #3)
Reading resource teachers, teammates, and professional development courses.	Time for Collaboration (#1, #2, #3), Professional Learning (#2)
Regular use of Haggarty - encouraged by my coach	Methodology (#2), Coaching (#2, #3)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
The consistency of the program really helped my students succeed. Also the pacing and the way everything is planned out.	Methodology (#2)
Working with the third grade team to discuss successes and failures while teaching the content.	Time for Collaboration - Master Scheduling (#1, #2, #3)
A coach that has been building sound relationships with staff	Skillset of Coaches (#2, #3)
Coaching by others in the school (mentor, instructional coach)	Time for Collaboration (#1, #2, #3), Mentor Teachers (#1, #2)'
Better scheduling, more help from support staff,	Time for Collaboration - Master Scheduling (#1, #2, #3), Mentor Teachers (#1, #2)
I am a certified LETRs Trainer, so have used my experience and knowledge from LETRs to help me.	Personal Experience, Professional Learning
Support from other teachers Reading program	Time for Collaboration (#1, #2, #3), Resources (#2)
The structured lesson plans in OG maintained instructional rigor and focus. The Special Education Team implemented OG and will do so more consistently next year. Morphology was helpful for students to understand the origins of words and language families.	Methodology (#2)
I have taken part in 3 Structured Literacy trainings and am signed up to take it again in June. I have learned valuable information at each one. Also, some big factors are teaching experience, a passion for reading and classroom management skills.	Time in Project (#2), Methodology (#2), Personal Experience, Classroom Management (#1, #2, #3)
LETRs training, Training and Implementing Bridges Math Curriculum	Professional Learning
I have learned so much this year!	Mindset (Vision)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
As a 3rd grade literacy interventionist it was extremely beneficial to attend the Structured literacy training at the K-2 level since some of my students are currently reading at that level . At those trainings I received the materials needed to instruct the students that are reading significantly below grade level . In the trainings we were taught to choose "fair words" this is something a refined through meeting with the coach. The coaches and I often discussed skill deficiency in Phonemic Awareness and they supported me in establishing a routine that met the needs and contributed to the students becoming proficient in PA . In addition , working with the coaches to establish a small lesson template for my intervention groups was essential to differentiate amongst the 12 groups I see throughout the day . Working with the coach on the pacing of my lessons was also beneficial to make the most use of the 25 min. I had with each group. The coaches also did a great job with assisting in the creation of literacy activities for parents to work on with their children at home several times throughout the year. Establishing resources to use for connecting text! Using diagnostics assessments to analyze skill deficits and inform instruction	Methodology (#2), Resources (#2), Skillset of Coaches (#2, #3), Time for Collaboration - Master Scheduling (#1, #2, #3), Family Engagement (#2), Data Analysis (#1, #2, #3)
Having structured systems in my room that children know how to navigate. Also have students sit with a partner facing the front of the classroom, not having pods or flexible seating. Following routines all year with an expectation of students following those routines.	Methodology (#2), Time in Project (#2), Classroom Management (#1, #2, #3)
The training and inconsistency of how to teach the program and having the time to teach both Tier 1 and Tier 2 instruction.	Coach Professional Learning Needed (#2), Methodology (#2)
Increased discussion about data during PLC, RTI and data meetings.	Data Analysis (#1, #2, #3)
LETRS and OG training, co-teaching	Methodology (#1), Time for Collaboration - Master Scheduling (#1, #2, #3)
Observing other classroom teachers teaching Structured Literacy Instruction.	Time for Collaboration (#1, #2, #3)
The READ conference this year was amazing and very relevant and impactful to my teaching!	Professional Learning (#2), Time for Collaboration (#1, #2, #3)
I feel my co-workers have also helped me along the way for my first year of this program.	
My relationship has been very strained with our coach this year due to mine and her actions. My team and principal at my school have helped me the most this year.	Coach Professional Learning Needed (#2), Time for Collaboration (#1, #2, #3)
The use of my mentor in my building.	Mentor Teachers (#1, #2)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
The coach allowed me to use prior interventions to better my teaching and allowed flexibility of the SII lesson to meet the students' needs!	Methodology (#2)
This was the first year I have worked with our current coach. She was very knowledgeable and easy to work with. She was the main reason my students grew so much. After the first two years of a miserable experience in this program, it was nice to get coaching from a knowledgeable, caring professional. It's too bad she will not be our coach in the future. Not only was she well respected, but a true "coach".	Skillset of Coaches (#2, #3)
Small group instruction, building vocabulary and fluency, and comprehension strategies.	Methodology (#2)
first year as principal- figuring out how to balance instructional leadership with managing a school	Skillset of Coaches (#2, #3)
Our team created a spelling curriculum that compliments Structured Literacy instruction.	Resources (#2)
Learning a new math curriculum and also discovering rigorous reading applications.	Methodology (#2)
Professional development (Reading Conference, PEBC Thinking Institute), Implementation of Lucy Calkins	Professional Learning (#2)
More communication with classroom teachers.	Time for Collaboration - (#1, #2, #3)
I have loved the growth due to SLI, but coaching has not played a factor in any changes I would have made. Coaching also has not played a part in any of my reading groups.	Outcomes (#2)
Practice	Time in Project (#2)
I disagreed on some areas, as we don't have additional support people in our building to use. Our resources are very limited.	Coach Professional Learning Needed (#2)
LETRS classes, more experience, co-workers, etc.	Methodology (#2)Time in Project (#2), Time for Collaboration - (#1, #2, #3)
I love teaching children to do their best and never quit.	Mindset (Vision)
Collaboration with staff at data meeting	Time for Collaboration - (#1, #2, #3), Data Analysis (#1, #2, #3)
Having the appropriate materials available makes me a better instructor.	Resources (#2)
LETRS Training	Professional Learning (#2)
Reading conference in the fall	Professional Learning (#2)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
Self-reflection, reading the books suggested by Literacy Specialist	Professional Learning (#2)
LETRS, webinars,	Methodology (#2), Professional Learning (#2)
Professional Learning Community.	Time for Collaboration - (#1, #2, #3)
this year is not my first year of teaching	Personal Experience
Administration, planning, and resources.	Resources (#2), Time for Collaboration - (#1, #2, #3)
College Courses	Professional Learning (#2)
Having a 2nd year I am more familiar with the expectations and reasoning behind them.	Time in Project (#2)
Making sure to follow the scope and sequence of OG. Well planned daily OG lesson and structured daily routine for OG. Visuals for my students.	Resources (#2), Methodology (2)
small group coaching, and then implementing a small group routine leveled for students	Skillset of Coaches (#2, #3), Methodology (#2)
EL trainings	Professional Learning (#2)
Other than the structured literacy PD at the start of the school year, I did not receive any scheduled coaching. I would occasionally receive spur of the moment advice or an answer to a question if I sought it out. I was disappointed to never be formally coached as I feel it would have greatly impacted my effectiveness as my first year using this structure. More observations, lesson ideas, or modeled lessons would have been helpful.	Coach Professional Learning Needed (#2)
Another benefit I received in addition to coaching was the continuous check in and support from the team. Having them observe, model, and meet to explain different sections helped me adjust the way I taught and how my kids performed.	Time for Collaboration - (#1, #2, #3)
Other factors that have influenced my improved instructional practices include PD's that I have sought out and attended over multiple years and while working for the Mayor's Office for Education and Children (Pete Bowers, Anita Archer, etc. etc.etc.) experience in our industry from legislative (what became the Denver Preschool Program) and early childhood to post-secondary. Basically, when I first learned about the International Phonetic Alphabet decades ago, the sounds of spoken language set off like fireworks for me and I have since tried to share that acoustic, auditory, and articulatory joy and code with everyone within my reach. But I want and need more :):):)	Professional Learning (#2), Methodology (#2)

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
The coach has been an amazing support teacher for our second grade team! She is so knowledgeable, patient, and kind - week in and week out!	Skillset of Coaches (#2, #3)
Structured Literacy scope and sequence really keeps things on pace for ensuring I am getting through the content at a consistent and steady pace.	Resources (#2)
support from other teachers	Time for Collaboration - (#1, #2, #3)
Extra training	Professional Learning (#2)
Learning from other professionals around me	Time for Collaboration - (#1, #2, #3)
The continued check in by our coach, and the fact that everyone was on the same page, using the same language and the kids were receiving the same in every area (classroom, literacy, intervention) etc.	Skillset of Coaches (#2, #3), Resources (#2), Methodology (#2)
Putting the work into practice, giving the assessments to see where my students were at. Having the students read the material given.	Methodology (#2), Data Analysis (#1, #2, #3)
Having a schedule with enough time to teach a full Structured Literacy lesson each day has been very beneficial. Using a flood-in model has been beneficial as well.	Time for Collaboration - Master Scheduling (#1, #2, #3), Methodology (#2)
Having this as my second year in the program, I was able to manage my pacing better and I was more confident in each part of the structured lesson.	Time in Project (#2)
The resources that the coach has provided have been a huge help. Not having to "recreate the wheel" has been great. Also having someone observe my teaching and give me feedback has been great. My coach has been in my room almost every week and observed me each time. I really appreciate this feedback and it has helped focus my teaching.	Resources (#2), Skillset of Coaches (#2, #3)
Following the Structured Literacy Program for the second year has really allowed me to plan lessons that roll out the English language in a way that makes sense to student.	Time in Project (#2), Methodology (#2)
Resources! decodable books at a variety of levels	Resources (#2)
The coach has been crucial to my students' success this school year. She takes time to sit and read with students, DRA all/individual students, sit and coach/conference me as I need it.	Skillset of Coaches (#2, #3)
Experience with the application for teaching literacy	Personal Experience

Question Prompt: "Recognizing that other factors may have influenced your improved instructional practices this year, in addition to coaching, please identify other factors that may have contributed to your performance this year?" (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
I know how to teach reading. I really didn't learn anything that I didn't already know. I did like the coach, she is very kind and helped everyone in the school. She was very valuable to those teachers who did not know what to do.	Personal Experience
I am very familiar with using the syllable types to inform reading instruction through the 95% phonics curriculum.	Personal Experience
The coach has been an incredible resource in my learning of structured literacy, the additional resources she provides me makes me feel confident in my teaching of English.	Skillset of Coaches (#2, #3), Resources (#2)
Structured literacy ORF kindergarten passages	Resources (#2), Methodology (#2)
Combined knowledge of structured literacy and OG.	Professional Learning (2), Methodology (#2)
Taking classes for a Masters in Special Education Orton Gillingham Training Using EngageNy for supplementary Literacy Instruction	Professional Learning (#2)

Appendix H

I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
Coaching experience was amazing. Coach was a tremendous help. I believe that the pace and routine will become more comfortable when I get more experience.	Methodology
dyslexia training	Tier II and Tier III Interventions
Kagan, best practice for Talented and Gifted students	Extension Activities
How to reach students with diverse needs, especially those who have an IEP and for students who are stagnant in progress. Support in how to direct the teaching of paras in a small group.	Tier II and Tier III Interventions Working with Paraprofessionals
I would like to learn more about the sounds and spelling patterns in the English language.	Language Structure
SLI program moving forward to have a different coach.	
2nd grade scope and sequence for SLI	Methodology
Specific interventions for students with memory and recall deficiencies	Tier II and Tier III Interventions
Reading groups, writing	Methodology
every area of ELA, always trying to improve	Language Structure
Phonics and phonemic awareness. I don't feel very strong in these areas.	Language Structure
identifying developmental readiness of students to learn what skills at what time	Developmentally Appropriate Instruction
Consonant -le, vowel teams	Language Structure
I am always open to new learning of any kind!	Language Structure
Phonemic Awareness difficulties in second and first grade.	Methodology Tier II and Tier III Interventions
Continuing to learn more about teaching reading and writing in higher grade levels.	4th & 5th Grade Instruction
Continuing learning about the English Language and how I can help impacted students more successfully	Language Structure
Using data to drive instruction! I understand how to do this but feel I can improve	Data Informed Instruction Tier II and Tier III Interventions
Specific learning disabilities and how they present.	Tier II and Tier III Interventions

I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
Continued support for 3rd grade staff; introducing Structured Literacy routine to 4/5; continued training for using DIBELS and SLI notebooks to plan instruction.	Methodology 4th & 5th Grade Instruction Data Informed Instruction
Comprehension instruction	Methodology
Being able to look at data frequently and use that information for small intervention groups.	Data Informed Instruction Tier II and Tier III Interventions
Using data to guide my intervention groups	Data Informed Instruction Tier II and Tier III Interventions
Authentic text to be used in fluency instruction.	Resources
none at this time	
I would like to feel more confident in teaching the 3rd grade SIMR. I enjoyed doing the Morphing.	Methodology
I would like to expand my learning in more morphology, focusing on root words and creating the trees with my students.	Methodology
More intervention strategy ideas for struggling students	Tier II and Tier III Interventions
deeper understanding/support to help those significantly impacted by Dyslexia (diagnosed or not)	Tier II and Tier III Interventions
how to differentiate better, other resources that would be in addition to SiMR to help improve the SiMR program	Differentiation
I love learning all things about teaching literacy !!!	
Transfer SiMR knowledge to the students every day reading and writing.	Methodology
Continue to have target reading goals for students	Data Informed Instruction
Using formative assessment effectively and in a timely manner.	Data Informed Instruction
Phonemic awareness	Language Structure
I would love to learn more of the rules and SIMR routine of 1st and then 2nd grade so that I can better help my stronger students.	Methodology
Continued work in all areas.	Language Structure Methodology
Literacy Coaching	Language Structure
using structured literacy for intervention.	Tier II and Tier III Interventions

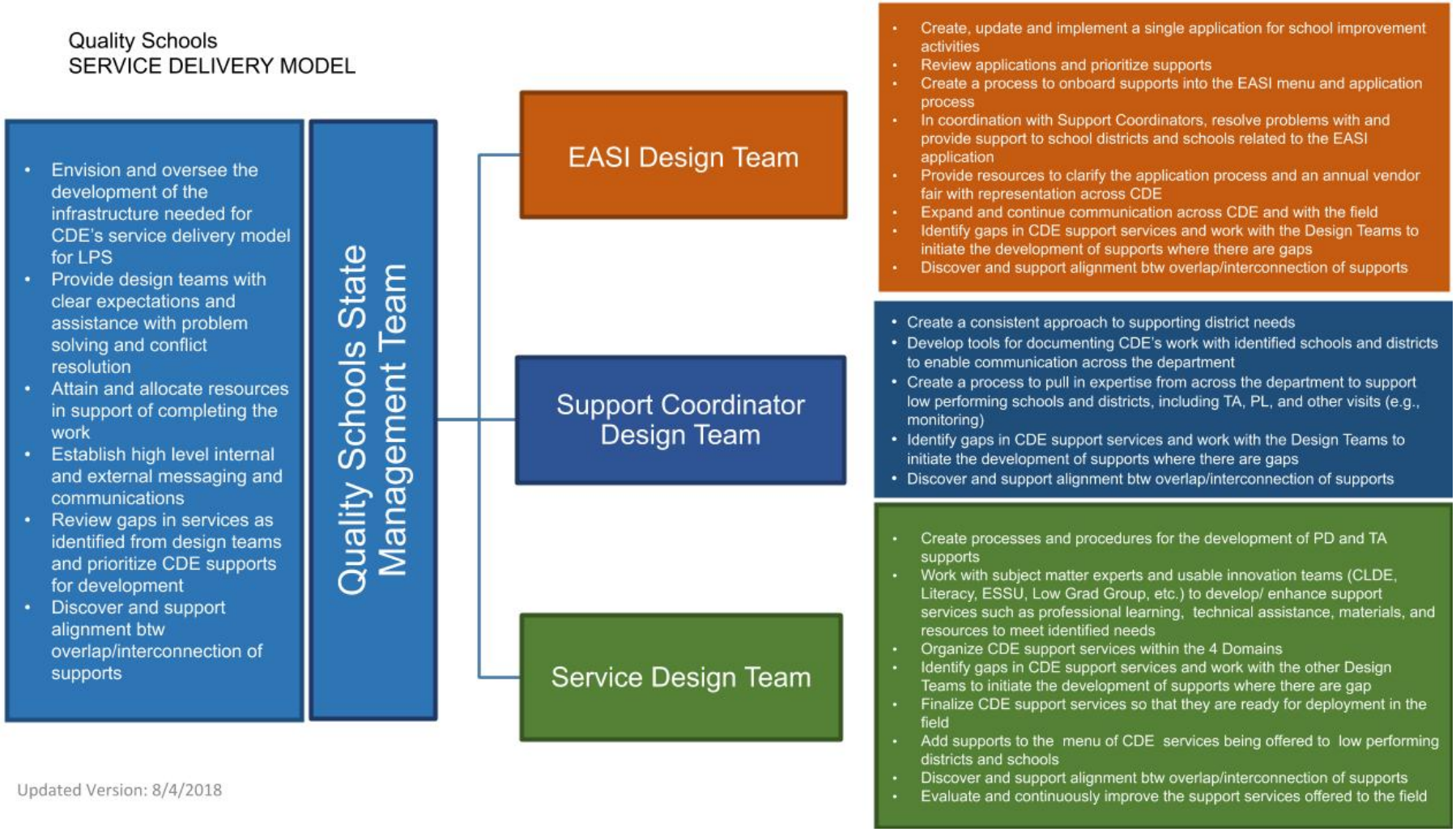
I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
Small group instruction	Tier II and Tier III Interventions
Challenging my higher achieving students.	Expansion Activities
I love learning about syllable types. I think I would benefit from more learning on how to teach sight words.	Methodology
Morphology and the origins of language.	Language Structure
spend more time doing observations and maybe co-teaching but time is so limited	Collaboration
Helping those with an IEP and especially students with special needs, specifically down syndrome	Tier II and Tier III Interventions
SLI program	Methodology
Reading comprehension and oral language development strategies embedded in the content for historically at-risk students. In addition, how to support English language learners and struggling students to reach proficiency in writing.	Methodology Tier II and Tier III Interventions
Deeper language knowledge. More learning on how to address the diverse needs of students, both strugglers and GT . How reading skills form in the brain, how can I help the brain to understand literacy?	Language Structure Tier II and Tier III Interventions
I would like to continue Letrs training.	Methodology
Aligning my interventions with the skills classroom teachers are teaching in their small groups. Selecting connected text morphology	Tier II and Tier III Interventions Language Structure
Writing practices with the connection to reading	Methodology
How to teach SIMR and differentiate to all levels of learning-especially small group for the Intensive level of students.	Tier II and Tier III Interventions
interventions for struggling readers	Tier II and Tier III Interventions
SLI is all phonics, would like to see how to incorporate the other components of literacy and what resources to use for that.	Methodology Language Structure
Being comfortable being in front of adults and co-workers as I teach SLI.	Collaboration Methodology
The phonics targets taught the end of the scope and sequence for 2nd graders.	Methodology
using technology to teach SLI.	Methodology Technology
Fluency of the program	Methodology

I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
3rd grade SLI	Methodology
The Morphology of English Language	Language Structure
Latin and Greek layer of language	Language Structure
Literacy	Language Structure Methodology
How to incorporate SLI with reading groups in terms of time.	Methodology Master Scheduling
Teaching pace in small groups for SLI How to assess students more effectively How to group kids by skill rather than by grade level	Methodology Data Informed Instruction Competency Based Instruction
Helping students apply what they learn to their everyday reading and writing.	Methodology
Red DIBELS students who are lost in the whole group lesson, and are so far behind the other students.	Tier II and Tier III Interventions
Where ever my coach sees fit.	
reading vocabulary and comprehension	Methodology
Reading...all areas.	Language Structure Methodology
Small reading group and intervention	Tier II and Tier III Interventions
3rd grade SIMR	Methodology
morpheme meanings	Language Structure
Greek and Latin origins in speech	Language Structure
Social and emotional learning.	Social Emotional Learning
Kindergarten SiMR	Methodology
Using decodable readers effectively with struggling and early readers	Tier II and Tier III Interventions
Comprehension skills for primary	Methodology

I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
Writing and teaching language	Methodology
How to help IEP students that are still struggling.	Tier II and Tier III Interventions
I would like to expand my learning in morphology and syntax through Third Grade Scope and Sequence training. Also, on sight words and comprehension too.	Language Structure Methodology
Strategies for sight word retention and comprehension strategies	Methodology
More practice and trappings in Instructional scaffolding.	Scaffolding
Reading Comprehension	Methodology
Small group practices Collaboration between teachers and intervention More strategies for helping students who do not respond to Structured Literacy approaches (the ones who still struggle with short vowel sounds for example).	Tier II and Tier III Interventions Collaboration
I look forward to receiving more training in SiMR so that I can continue to grow and feed my expertise and be in alignment with your mission, school mission, WPS mission.	Methodology
Strategies for intervention	Tier II and Tier III Interventions
Continued Literacy and Math.	Methodology
I would like to learn how to better align my small-group instruction with the small-group instruction that students are receiving from interventionists during out flood-in time. I think that I could do better in this area.	Tier II and Tier III Interventions
I would have loved to be able to observe a "master" teacher in small group instruction. I feel like I have been given tons of ideas by my CDE coach, principal and instructional coach. However they are not always things that I can do together and they even contradict each other often. I feel like I implemented what I was asked to, but that it seems to change every few months. I never felt like I was doing the "right thing" because they all had different opinions about things to include in my small reading groups.	Collaboration Methodology
I wish I had this training years ago as I am retiring at the end of this school year. The Coach has been amazing as a coach!	
I had a very high class this year-and I felt that I went through the scope and sequence very quickly and I wasn't sure if I should move onto 1st grade skills and that scope or what to do	Extension Activities
How to better engage and teach root words	Methodology
structured literacy 2nd grade and above	Methodology
structured literacy training on morphology through 3rd grade	Methodology

I would like to expand my learning in the following area(s): (186 respondents)	Connection Point to inform SSIP Improvement Strategy #1, #2, or #3
More structured literacy resources for small groups and one on one practice.	Resources Tier II and Tier III Interventions
3rd grade structured literacy	Methodology
Teaching vocabulary and comprehension skills and making SL into game like centers/whole group instruction	Methodology Resources
Coaching for special education students (dyslexia, LD, etc.)	Tier II and Tier III Interventions

Appendix I
Quality Schools Service Delivery Model



Appendix J

Service Design Team Initiative Inventory Protocol

Purpose: The Initiative Inventory supports the Low Performing Systems, Service Design Team (SDT), to "take stock" of current services and identify potential area of alignment between services. The tool may also provides opportunities to create common language, identify similarities, share resources, and build collective capacity.

Outcomes:

- Identification of current EASI services and who they serve
- Identification of where alignment and integration of efforts would improve implementation and outcomes
- Identification of similar implementation or outcome tools
- Identify gaps within CDE services and services needed by the field

Formats Available: Google excel document

CDE Services to Complete the Inventory:

- School and District English Language Development Review
- Special Education Service Review
- Focused Review of Early Literacy
- School and District Unified Improvement Planning
- Accountability Pathways Planning and Implementation
- CO-MTSS
- Connect for Success
- LETRS Literacy Training
- Turnaround Network
- School Turnaround Leaders

Step 1: CDE Services Introduction and Completion of Initiative Inventory

Preview the tool. Possible topics include (a) the objective of the tool, (b) its value/importance to systems change (c) discuss key terms

Complete Inventory Tool: As a team, complete the questions in the inventory in the excel document. Spend time analyzing the responses in each area. The team might look for areas of clarification and areas that warrant further discussion. **When completing the inventory please mark N/A if the prompt does not directly apply to the service.**

Step 2: SDT Reviews Inventory Results

- ***Review Inventory*.** Individuals on the Service Design Team review the initiative inventory and highlight areas of alignment or collaboration by comparing the responses between services.
- ***Discuss Inventory***.
  Potential Questions:
    - What might be areas of potential alignment or collaboration?
        - What services share similar core components/features?
        - What service share similar customers?
        - What services share similar training and coaching?
        - What services share similar implementation or outcome tools?
    - Where might alignment and integration improve the implementation and outcome of services?
    - Where might there be potential gaps in CDE Services?

This protocol was adapted from the CO-MTSS Initiative Inventory Action Plan and Completion Protocol

<u>Definition of important terms</u>.

- **Selection** - Selection is a process a Service goes through to identify and secure a school/district to address a specific priority or need. Selection criteria should reflect contextual fit to ensure the Service will integrate and sustain outcomes of the identified priority or need.
- **Training** - Training is the purposeful, skill-based, adult-learning informed process that is designed to support the intended audience in acquiring the information and skills needed to implement a Service. Training is an important process to provide background information, introduce skills and major concepts, and theory and values of a Service.
- **Coaching** - Coaching is defined as job embedded professional learning designed to help the intended audience use a Service as intended. Coaching ensures that the fragile, uncomfortable new skills are tried in practice and helps to compensate for the skills and abilities that are not present or that were not mastered in training.
- **Evaluation** - Evaluation is a focused, intentional process that involves collection and analysis of data over time through methods that allow for continuous improvement of a Service. Data collection could include:
    - Process (e.g., number of trainings, participants)
    - Outcome (Dependent on Service. These could include student outcomes, staff development outcomes, systems infrastructure, etc.)
    - Fidelity (e.g., Level of implementation: Did we do what we said we would do? Was it of high quality?
- **Core Component/Feature** - the critical elements that need to be part of a Service for it to have effective outcomes
- **Service is Operationalized** - A Service is evidence-based* and operationalized:
    - Teachable (Service is clearly defined)
    - Learnable (clear core components that define a Service and also include the degree of adaptability to fit varying contexts)
    - Doable (clear indicators that the core components are in place)
    - Assessable (core components are assessed in practice, evidence a Service is effective when used as intended)

* Evidence-based as defined by ESSA, relevant statute and policy and clarified by context of the service being delivered

- **Implementation Plan** - An implementation plan is a specified set of activities, developed by the team, that outlines what Service will be provided, how effective scale up and sustainability will occur, who will support implementation, and how the Service will be evaluated.
- **Continuous Improvement** - A systematic and iterative process that intentionally improves the Services' impact and efficiency as informed by data and stakeholder input. It can be used to accelerate progress by guiding the direction of the system's efforts to influence the positive trajectory of the Service's implementation.

Appendix K

SAMPLE OF INITIATIVE INVENTORY TOOL

A	B	C	D	E	F	G
	Purpose: The Initiative Inventory supports the "taking stock" of [ENTER NAME OF SERVICE/TOPIC UNDER REVIEW] and identify potential area of alignment between services. **The tool may also provides opportunities to create common language, identify similarities, share resources, and build collective capacity.** **Outcomes:** **• Identification of current principal support services and who they serve** **• Identification of where alignment and integration of efforts would improve implementation and outcomes** **• Identification of similar implementation or outcome tools** **• Identify gaps within CDE services and services needed by the field** **See Definitions Below (e.g. training, coaching, core components/features)**					
Service	**Leadership of the Initiative (Team and/or coordinator, Name and Department)**	**What are the expected outcomes/impact of the service (What problem are you trying to solve)?**	**Financial Commitment and Source of Funding (state. federal, grant, other)**	**Primary Focus - Are you targeting a school or district?**	**From the list below, who are the primary three stakeholders/roles the service targets?** **- Superintendent** **- Assistant Superintendent** **- Principal** **- Assistant Principal** **- ELL Director** **- Curriculum Director** **- Special Education Director** **- Teacher** **- Instructional Coach** **- Parent/Family** **- Other (please specify)** **Please provide more context if needed (e.g. if you support teams, what are they called, who are usually on those teams).**	**What are the core components/features that make up the service (implementation actions)?**

H	I	J	K
How does the service ensure readiness when selecting a district/school? (selection process and criteria)?	**What training is provided for the service?**	**What coaching is provided for the service?**	**Do those responsible for providing the service have evidence to show that the delivered service resulted in a positive change (implementation/outcomes)? If yes, briefly describe?**

L	M
What measures are used for the outcomes/impact of the service (e.g. student assessment data, school/district plans)?	**What measures are used for the implementation fidelity of the service (e.g. rubrics, progress monitoring tools)?**

Appendix L

Service Design Team (SDT) Initiative Inventory Analysis Process

Initiative Inventory Analysis Outcomes

1. Identification of current EASI services and who they serve
2. Identification of similar implementation or outcome measures
3. Identification of where alignment and integration of efforts would improve implementation and outcomes
4. Identify gaps within CDE services and services needed by the field

Step One: Small Group Processing

Directions

1. Each person in the group reads an idea/outcome. Combine like ideas as people are reading. Facilitator will write idea on chart paper. Clarification can be given.
2. Facilitator will lead discussion/further analysis
3. Analysis Synthesis
    - Where might there be alignment and/or integration of efforts that might improve implementation and outcomes?
        - Place comment in 3 buckets
            - Share and/or align resources (need assessment processes, outcome measures)
            - Share and/or align activities (e.g. training)
            - Share and/or align information (e.g. data)
    - Where might there be gaps within CDE services?
    - What questions/wondering do you still have?

Group 1 and 2	Group 3 and 4
1. What services share similar stakeholders? o Which and how many services are supporting school level? District level? o For services focused on *districts*, *school*s, or *both*, what trends are we seeing around the stakeholder/role they are serving? 2. What services share similar selection/readiness procedure? 3. What services share similar training and coaching? 4. Are there gaps in any of these areas? NOTES:	1. What services share similar implementation or outcome measures? 2. What services share similar core components/features? 3. Are there gaps in any of these areas? NOTES:

Service Design Team (SDT) Initiative Inventory Analysis Process

Step Two: Whole Group Processing

Whole group discussion of Analysis Synthesis

- Where might there be alignment and/or integration of efforts that might improve implementation and outcomes?
  - Place comment in 3 buckets
    - Share and/or align resources (need assessment processes, outcome measures)
    - Share and/or align activities (e.g. training)
    - Share and/or align information (e.g. data)
- Where might there be gaps within CDE services?
- What questions/wondering do you still have?

NOTES:

Step Three: Whole Group Decision Making

Whole group discussion regarding next steps for alignment:

- Consider alignment of Resources, Activities, and Information
- Determine what area(s) will be aligned first (Start small)
- Determine common metric(s) that all initiatives, services, training will use to evaluate work
- Schedule regular meetings
  - Discuss progress toward alignment
  - Onboard new areas for alignment when appropriate
  - Identify gaps in services and develop as appropriate

NOTES: