

# Idaho

## *State Systemic Improvement Plan*

IDAHO STATE DEPARTMENT OF EDUCATION

*“SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE”*



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## Frequently Used Acronyms

ATSI	Additional Targeted Support and Improvement	NCIL	National Center for Improving Literacy
CSI	Comprehensive Support and Improvement	NCSI	National Center on System Improvement
DAC	Director’s Advisory Council	OSEP	Office of Special Education Programs
EBPs	Evidence-Based Practices	PD	Professional Development
ELA	English Language Arts	PDSA	Plan, Do, Study, Act
ESSA	Every Student Succeeds Act	RDA	Results Driven Accountability
IEP	Individual Education Plan	SEAP	Special Education Advisory Panel
IES	Institute of Educational Sciences	SESTA	Special Education Support and Technical Assistance
IPTV	Idaho Public Television	SiMR	State-identified Measurable Result
ISAT	Idaho Standards Achievement Test	SPDG	State Personnel Development Grant
ISDE	Idaho State Department of Education	SSIP	State Systemic Improvement Plan
ITC	Idaho Training Clearinghouse	SWD	Students with Disabilities
LEA	Local educational agency	TA	Technical Assistance
MTSS	Multi-tiered System of Support	TSI	Targeted Support and Improvement

## Frequently Used Terms

Cohort 1	First cohort of SSIP districts, SY 19/20 is fourth year in the SSIP project
Cohort 2	Second cohort of SSIP districts, SY 19/20 is third year in the SSIP project
Cohort 3	Third cohort of SSIP districts, SY 19/20 is second year in the SSIP project
Cohort 4	Fourth cohort of SSIP districts, SY 19/20 is first year in the SSIP project
Readiness	First year of the project
Implementation	Second year of the project
Sustainability	Third year of the project
Scale-Up	Fourth year of the project
PET – R	Program Evaluation Tool for Reading (Kame’enui & Simmons, 2017)
RESET Rubric	Recognizing Effective Special Education Teachers (Johnson, Moylan, Crawford, & Zheng, 2017)
Idaho Consolidated Plan	ESSA Plan

# Idaho State Department of Education

## State Systemic Improvement Plan (SSIP) Phase III – Year 4 Report

### SUMMARY OF PHASE III YEAR 4

Idaho's Part B State Systemic Improvement Plan Phase III, Year 4 (SSIP), Indicator 17 report describes the results-driven accountability work implemented during 2019-2020 by the Idaho State Department of Education (ISDE) and local school districts from around the state and various stakeholder groups. Idaho's State Systemic Improvement Plan is to "increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced." To report on the most current information for its stakeholders and consistent with previous reports, Idaho is reporting on activities and data completed since the last SSIP submission; from April 2019 through March 2020. Per Office of Special Education Program guidance in the December 12, 2019, “The reporting period at a **MINIMUM** is FFY 2018 (July 1, 2018-June 30, 2019) but states are strongly **encouraged** to provide updates and supporting data that extends through December 31, 2019.”<sup>1</sup> This report covers activities completed in FFY 2018 and activities through March 2020. Idaho reported activities conducted from April 2018 to March 2019 in its Phase III, Year 3 report, submitted to OSEP in April 2019, and continues to report using the same timeframe.

Idaho’s reading proficiency targets and SiMR from FFY 2014 – 2018 are displayed in Table 1 below.

*Table 1: Idaho’s SiMR - Reading Proficiency Percentage Baseline and Targets, FFY 2013-2019*

Year	Baseline 2013	2014	2015	2016	2017	2018	2019
Target Proficiency Percentage	7%	8%	9%	10%	11%	12%	13%
ISAT 4 <sup>th</sup> Grade Proficiency Percentage		14.7%	17.1%	16.8%	17.6%	16.3%	NA

In this submission, Project participants submitted their thoughts on the impact of the work to close the proficiency gap for students with disabilities. Their remarks are highlighted in blue text boxes throughout this report.

<sup>1</sup> Gregg Corr & Leslie Fox, Let’s Talk SSIPs! OSEP National TA Call December 12, 2019

Idaho's State Systematic Improvement Plan (SSIP), "Cultivating Leaders to Grow Young Readers," is a multiyear, multitier implementation of evidence-based practices (EBPs) to improve the literacy skills of students with disabilities (SWD). The SSIP is not solely a special education project. It is an improvement plan currently implemented with fifteen school districts across Idaho to provide evidence-based practices across all tiers of instruction. The foundational premise of the Cultivating Leaders to Grow Young Readers project (Project) is to address reading instruction at the state-, building-, and classroom-level to improve the reading skills of SWD and close the proficiency gap.

### Focus on Struggling Readers

#### Danelle – Elementary Principal

*"The Cultivating Leaders to Grow Young Readers project has been beneficial to our schools in several ways. The most important impact it is having is providing the coaching for our special education teachers who have not received it in the past. Our most struggling students are directly benefitting from this coaching and improved instruction. I am truly grateful for the opportunity and resources we have been provided."*

During SY 2018-19 and SY 2019-20, ISDE supported the implementation of five evidence-based practices (1) Implementation Science Framework, (2) Continuous Improvement Cycle (PDSA), (3) Evidence-Based Practices outlined in the Institute for Educational Science (IES) *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*, (4) Instructional Coaching, and (5) Explicit Instruction. The SSIP work expands each year by adding new districts to the Project from across the state. Each cohort represents a mix of general and special education staff representing all three tiers of instruction. In

SY 2019-20 five new districts representing Cohort 4 joined the Project. One district from Cohort 3 dropped out of the Project at the beginning of the SY 2019-20 due to the loss of their special education director, principal, instructional coach, and special education teacher. Three of Cohort 4 districts represent charter schools. In Idaho, charter schools' function under the same state and federal regulations as a traditional school district. All of the charters that have joined the Project are brick and mortar schools, as opposed to online instruction.

This document is outlined and formatted to address the eight elements presented on December 12, 2019, OSEP National TA Call presented by Gregg Corr and Leslie Fox: (1) Current Theory of Action, (2) Infrastructure/Coherent Improvement Strategy Updates, (3) Implementation Status for Evidence-based Practices and Fidelity data, (4) Stakeholder Engagement Activities, (5) Progress toward the SiMR, (6) Scale-Up Planning, (7) Sustainability Planning or Considerations, and (8) Technical Assistance Needs for the Next Year. Idaho addresses the SiMR in this document and is reporting additional data to demonstrate progress towards the SiMR Appendix A, 2020 SSIP Evaluation Report that assists stakeholders to better use the evaluation data. The SSIP Leadership Team (Leadership Team) collects and analyzes process and outcome measures for all Project activities. Reported in this submission are the pre/post measures collected

during SY 2018-19, because the ‘post’ measures were collected after the 2019 SSIP submission and were not included in the 2019 SSIP report to OSEP, and SY 2019-20 data up to March 2020.

ISDE collaborates with national literacy expertise from the National Center on Improving Literacy (NCIL) to support the implementation of effective instructional practices across all tiers of instruction. NCIL supports project school districts to build statewide and districtwide infrastructure. NCIL, in coordination with ISDE personnel, design and provide professional development (PD) and technical assistance (TA) in the fall and spring of each school year. The Fall Institute focuses on the evaluation of the district’s reading program and planning for the upcoming year. During the Spring Institute, district teams review student and project data and plan for the next school year.

ISDE, in collaboration with Idaho Public Television, NCIL, and Project school districts, create parent materials for statewide distribution. The Office of Special Education Programs (OSEP) December 2019 Newsletter highlighted NCIL and Idaho's parent materials ‘Supporting Students with Reading Needs’. These materials were developed to help families build reading skills through everyday activities. The Project places a high value on parent partnerships and, when possible, develops homebased materials.

ISDE utilizes contracted instructional coaches to support the implementation and scale-up of evidence-based reading practices (EBP), explicit instruction, and instructional coaching in participating districts in years 2, 3, and 4.

Contracted coaches, in collaboration with state personnel, design and provide training to build capacity among district instructional staff and coaches for implementing EBP with fidelity across the different tiers of instruction. Contracted coaches also facilitate in-district TA designed to meet the unique challenges of each district and to support instructional and coaching staff. During SY 2018-19, a series of instructional videos demonstrating high-quality instructional practices were developed by a contracted coach and are available for both general and special education teachers to use as a resource to improve instruction.

From April 2019 to March 2020 Idaho implemented the following activities:

### Collaboration between General and Special Education

#### Nancy – General Education Teacher

*“I am a general education teacher that is new to the team this year. Communication between special education and general education teachers has improved since the district has been involved in the program. We are all using the same phonics curriculum and providing differentiated instruction for all students because of the open communication and planning. Being involved in the project gives me access to some great resources that can be shared with families and colleagues.”*

- Collaborate with NCSI and NCIL to create a standardized implementation process of TA activities and tools to deliver to district leadership and coaching staff during each implementation year.
  - **Progress towards implementation: Completed February 2020** - NCIL has streamlined the PET-R and developed resources to help districts address areas of improvement that the Leadership Team had planned to present at the Spring Institute in April/May 2020. The PET-R resources and revised tool are posted on the NCIL website, as well as on the Idaho Training Clearinghouse (ITC) to support Project and non-Project districts. Considering recent events, this material will be presented at the September Fall Institute 2020.
- Collaborate with NCIL to develop a systematic process to collect district PET-R data.
  - **Progress towards implementation: Not completed** - The development of a systematic process to collect data is an ongoing struggle for the Project. Idaho is working with the ISDE Technology Department to develop and implement a web-based data collection system that will be rolled out during the Fall Institute 2020. The original timeline was April 2020, but that timeline was not met and has been moved out to September 2020.
- Collaborate and align PD activities with Idaho SESTA to support evidence-based literacy instruction for special education teachers through a summer conference scheduled for June 2019.
  - **Progress towards implementation: Completed June 2019** - Leadership Team staff and Idaho SESTA held three summer conferences in June 2019: Boise – June 12, 2019, Fort Hall – June 14, 2019, and Coeur d’Alene – June 18, 2019 .

Using Student Data
<p><b>Rebecca - Special Education Lead Teacher</b></p> <p><i>“The benefits of being able to experience and grow in my craft, as an educator, through Cultivating Leaders to Grow Young Readers program has been invaluable. I am cultivating the ability to decipher student data with more precision to better fit the intervention to my students' abilities and needs. We are able to better customize and tailor students' interventions with the trainings and the thoughtful resources that we have been able to utilize from this specific program.”</i></p>

- SSIP with Idaho’s Consolidated State Plan (ESSA) priorities where applicable, monthly or as needed.
  - **Progress towards implementation: Ongoing Activity** - Alignment of activities with the SSIP and ESSA plans occur continuously through ISDE staff meetings, informal and formal

conversations, and at the Director level.

- Provide PD in collaboration with NCIL to cohort school districts in the utilization of the IES Foundational Skills for Reading, PET-R, and data analysis, quarterly or more frequently as needed.
  - **Progress towards implementation: Completed** - Leadership Team staff meet regularly through virtual meetings with NCIL staff (monthly August – November 2019 and January – March 2020). NCIL staff attended both the Fall and Spring

Institutes during SY 2018-19 and SY 2019-20, providing literacy expertise in the Foundations of Reading, PET-R, and data analysis.

- Develop a stronger Readiness Year strand for district leadership, specific to special education directors and principals, that addresses what their intervention system looks like from a curriculum, intervention, scope and sequence, cueing system, practice and repetition, and student engagement to be presented at bi-monthly District Leadership Calls starting in November 2019.
  - **Progress towards implementation: Completed August 2019** - The Readiness Year materials have been outlined and formalized utilizing presentations, agendas, and handout materials. Guided questions are asked during each meeting and participants are asked to examine their current practices, plans for change, and team members' progress through the Implementation Stages. This material was presented in the District Leadership Call November 2019, January 2020, and March 2020.

## 1. Current Theory of Action

In Phase I, the Leadership Team created a Theory of Action. Idaho has not changed its Theory of Action and the narrative below describes the progress Idaho has made in the implementation of the Theory of Action's four improvement strands:

- Align professional development, technical assistance and coordination of resources
- Increase collaboration across division and agencies
- Improve assessment practices
- Improve family and community involvement

Table 2: Idaho's Theory of Action

Strands of Action	If ISDE...	Then...	Then...	
Professional Development, Technical Assistance, Coaching	...develops a statewide structure that supports the implementation of evidence-based literacy practices	...the ISDE will provide collaborative professional learning opportunities, technical assistance, and coaching to LEAs and schools regarding literacy ...LEA and school educational staff will have standardized literacy resources and ongoing supports necessary to consistently and effectively implement and maintain evidence-based practices in literacy	...evidence-based literacy practices will be implemented with fidelity and sustained over time to achieve an increase in literacy outcomes	"increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced."
Collaboration	...builds collaboration across ISDE divisions and community agencies to offer professional learning opportunities on literacy for LEAs and schools	...the ISDE will leverage current department and community initiatives to streamline messages around effective literacy instruction ...the ISDE and community agencies will broaden and deepen their own understanding of each other's literacy initiatives	...ISDE and community initiatives will be supported and implemented to best serve students ...LEAs and schools will build collaboration vertically and horizontally, including all stakeholders, building their capacity to implement evidence-based literacy practices	
Assessment Practices	...develops a statewide balanced assessment system for formative, diagnostic, interim, and summative assessments	...LEA and school educational staff will develop an understanding of the uses and purposes for formative, diagnostic, interim, and summative assessments ...LEA and school educational staff will use appropriate data to make decisions regarding, programming, curriculum, and instruction	...LEA and school educational staff will use accurate data to make daily instructional choices for students	
Family and Community Involvement	...facilitates LEAs' capacity to engage families and their local community in early literacy practices	...meaningful conversations will occur and the capacity of families and in their child's literacy development will increase ...the ISDE will increase support and resource availability for families and communities in regards to literacy	...families and community stakeholders will understand the literacy standards and their role in developing literacy skills in their children	

## A. Progress Toward Theory of Action: Professional Development, Technical Assistance, Coaching

The ISDE has two sources for educators to receive web-based PD that offers educators a variety of resources; the ITC and the ISDE websites. Both sites assist educators in accessing resources, EBP research and materials, learning communities, TA, and a calendar of training opportunities. The Project training infrastructure includes a system of face-to-face and online PD and TA. LEA teams participate in multiple trainings regarding literacy throughout the year. Teachers in year one of the project complete a series of online modules on explicit instruction practices. Onsite visits to Project districts incorporate both general and special education personnel to work collaboratively to address instructional alignment across all tiers of instruction. These visits have led to more standardized literacy practices within districts and shared resources to meet the needs of all students. LEA project staff participate in TA calls with the Leadership Team bimonthly. District Coaches attend a coaching training and receive follow-up support during the onsite TA visits by the project consultant.

The Project utilizes video recordings to monitor the implementation of EBP at both the instructional and coaching level. Teachers participating in the work video-tape their delivery of explicit instruction twice a month and work with their district coach to improve their instructional practices. Instructional coaches also video-tape their coaching sessions to assure that their coaching practices address the fidelity of implementation of explicit instructional practices. Both activities are measured and evaluated to determine the fidelity of implementation of evidence-based practices.

### Benefits of Coaching

#### Jaelyn – General Education Teacher

*“The coaching aspect of Cultivating Leaders to Grow Young Readers is invaluable. Learning from a coach who understands literacy and the demands of a real time classroom is invaluable. She helps me see the necessary steps of scaffolding for my students to fill any learning gaps they have in literacy.”*

## B. Progress Toward Theory of Action: Collaboration

Since the initial submission of Phase 1 of Idaho's SSIP, a new Superintendent of Public Instruction was elected. One priority of the Superintendent is to promote cross-department collaboration to reduce duplicative activities for districts and implement cohesive improvement strategies across all areas of instruction. Over the last five years, the ISDE has continued to share resources, professional learning opportunities, and PD opportunities across departments. The Federal Programs and Special Education Department hold an annual New and Experienced Federal Programs Directors Meeting each fall, where the Project has showcased Cohort Districts' progress toward closing the proficiency gap for students with disabilities. Also, every other year the Special Education Department collaborates with Idaho SESTA and literacy content experts to host three statewide literacy conferences for both general and special education teachers.

## Collaboration across all Tiers of Instruction

### Sara – Special Education Director

*“Cultivating Leaders to Grow Young Readers has been a great bridge in developing more communication between administration, special education teachers, and general education teachers. It has opened up discussion regarding both our strengths and weaknesses and enabled us to have frank conversations related to how we can improve upon our programming. As a newer special education director, it has helped me expand my knowledge in the general education curriculum and how we can work on differentiated instruction that supports both special education and general education students.”*

Online reading modules are available to all teachers, and recently, another online literacy course was sponsored by the ISDE Content and Curriculum Department and made available to general and special education teachers across the state. Cross-departmental meetings provide opportunities to share district and student data, share training opportunities, and other resources to best meet the districts’ needs. During District Leadership calls, the Leadership Team works with districts to collaborate within their district to build the same cross-department collaborative relationships.

The Leadership Team collaborates closely with the Assessment and Accountability Department as it relates to accessing, analyzing and using assessment data. The SSIP Evaluator works with the Accountability Coordinator to access and analyze Idaho Standards Achievement Test (ISAT) data, including eliciting input on data analysis methodology. The Accountability Coordinator traveled with the Special Education Department in fall 2019 to train special education staff throughout the state on ISAT data use during the annual Data Drill Down PD trainings. The Evaluator also works closely with the ELA/Literacy Assessment Coordinator in accessing and understanding Idaho Reading Indicator (IRI) data. The ELA/Literacy Assessment Coordinator delivers trainings on IRI data use and advises the Evaluator on meaningful data analyses.

### C. Progress Toward Theory of Action: Assessment Practices

The ISDE has developed a statewide assessment system for formative, diagnostic, interim, and summative assessments. The ISDE Assessment and Accountability website states, ‘The Idaho Standards Achievement Test (ISAT) Comprehensive Assessment System consists of a Digital Library for Formative Assessment which provides resources for teachers to use to help improve student learning; Interim Assessments which are optional tests given during the school year to help monitor student progress; and the year-end Summative Assessment. Each of these are part of a coherent and comprehensive system of assessment designed to be used together to improve teaching and learning.’ (<https://www.sde.idaho.gov/assessment/isat-cas/index.html>) In addition to the ISAT assessments, the ISDE has developed the Idaho Reading Indicator (IRI) which is an assessment administered to all K-3 students and

is an early reading screener and diagnostic assessment. The screener must be administered in the fall and spring but districts are encouraged to administer it monthly and use the data for progress monitoring. District and school staff are trained on assessment and data use during various PD and training opportunities throughout the year. The ISDE Assessment and Accountability Department travel throughout the state annually to give assessments trainings during their Assessment and Accountability Roadshow.

Additionally, ISDE Special Education and Assessment and Accountability staff provide data trainings to special education staff at the annual Data Drill Down. A major focus of the Data Drill Down trainings is to create a 'data culture' of analyzing and using data at the district level. Furthermore, the ISAT/Literacy Assessment Coordinator gives ongoing training on IRI administration and data use. Moreover, SSIP Cohort participants attend the Spring Institute every year they are in the project. There, district teams learn to look at their data critically and create action plans based on areas of weakness they discover from the data. Project Coaches are trained to coach teachers on using their classroom-level data to improve their delivery of reading instruction to improve their students' reading achievement.

#### D. Progress Toward Theory of Action: Family and Community Involvement

The Leadership Team recognizes the importance of family and community engagement in supporting a student's development of literacy skills. ISDE has an ongoing collaboration with national literacy expertise from NCIL. NCIL provides support to Cohort districts in the implementation of effective instructional practices across all tiers of instruction. Through the Enhanced Literacy Collaborative, a parent-centered stakeholder group, the Leadership Team worked with parents to identify parent material to support the school district partners in closing the reading proficiency gap. NCIL, Idaho Public Television, and the Enhanced Reading Collaborative developed a parent toolkit to help parents and families "use the everyday time together as an opportunity for learning and building reading skills." (<https://improvingliteracy.org/kit/supportingstudents-reading-needs>) This resource was recently highlighted in the December 2019 OSEP bulletin (<https://content.govdelivery.com/accounts/USED/bulletins/2721f0c>).

## Finding Success through Collaboration

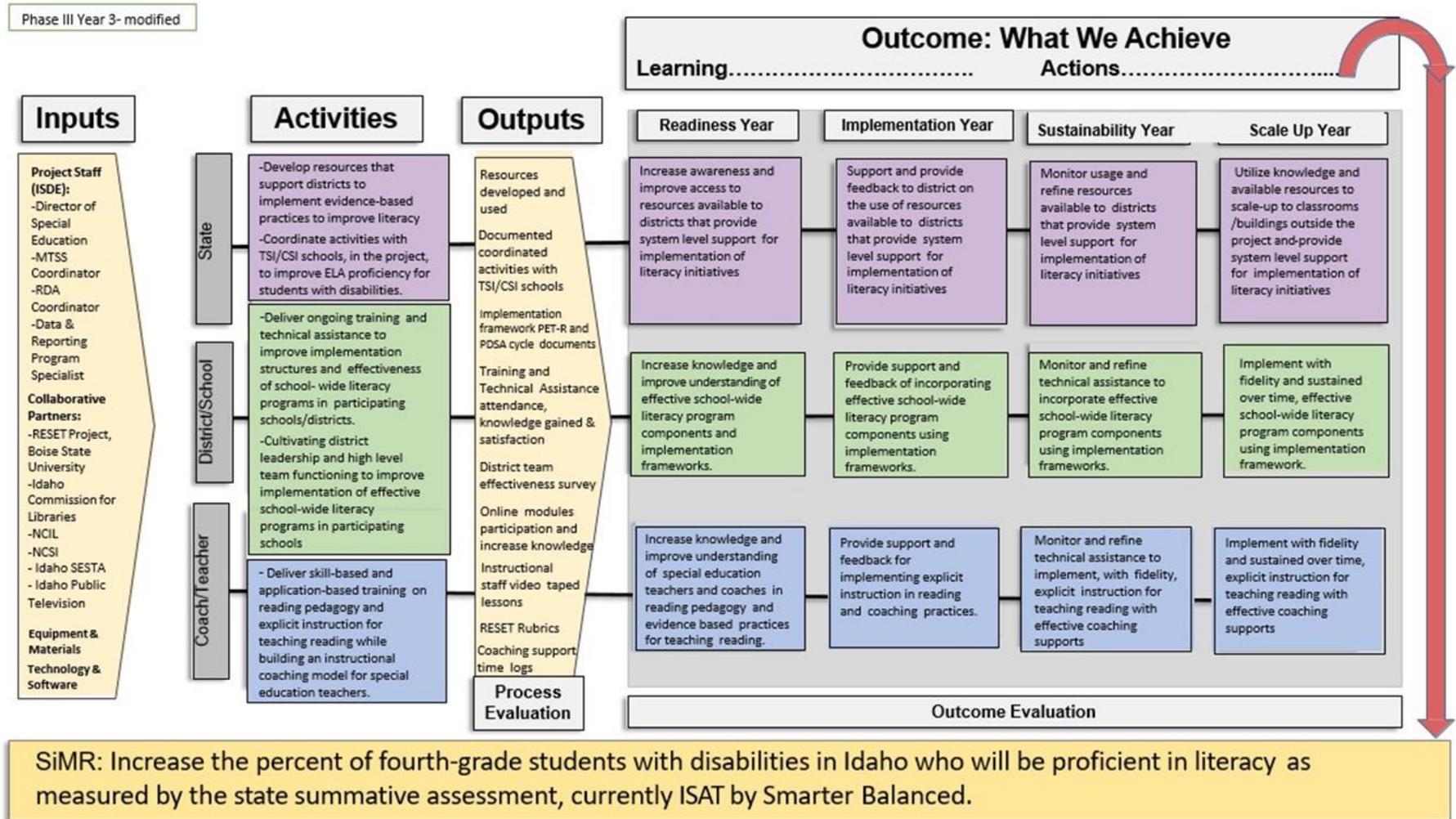
### Bryon – Special Education Director

*“Cultivating Leaders to Grow Young Readers has been a big benefit to help our elementary school be able to discuss systematic changes that were needed to be better prepared to help students improve their educational outcomes. As we wrap up year four involvement, we recognize that there has been large staffing changes each year that has thrown mud balls into our wheels that have causes us to move a little slower than initially anticipated. However, though this process, key staff have been able to see a larger vision of what student engagement, explicit instruction, core instruction, and tiered-intervention can look like in an enhanced student learning environment. We hope that as we do our final evaluation in a few months and create our professional development plan for next year, that we can have some stepped-back support to help get closer to our original as well as adjusted goals for this project.” This has well be worth the time, effort, and challenges along the way.”*

## 2. Logic Model

Idaho’s SSIP Cultivating Leaders to Grow Young Readers Logic Model (Logic Model) (Figure 1) outlines how project improvement strategies will be implemented through PD activities to build both local education agency (LEA) capacity for coaching and teaching staff to use explicit instruction to increase reading achievement of students with disabilities (SWDs). The components of the Logic Model are as follows: (a) Inputs (what we invest) – the resources used to implement the activities of the Idaho SSIP plan; (b) Outputs (evidence of what we do and who we reach) – the activities at the state, district/school, and coaching/teaching staff levels; and (c) Outcomes (what we achieve) – the intended change executed over 4 years; Readiness, Implementation, Sustainability, and Scale-Up. Readiness and Implementation outcomes focus on changes in knowledge, understanding, and awareness (i.e., learning). Sustainability and Scale-Up outcomes focus on changes in behaviors and/or demonstrated application of practices/skills. Readiness outcomes are achieved first, followed by Implementation, Sustainability, and Scale-Up, which lead to achieving Idaho’s SiMR. There have been no modifications to the Logic Model for this submission. The Logic Model text can be found in Appendix B for accessibility purposes.

Figure 1. Cultivating Leaders to Grow Young Readers Logic Model



### 3. Infrastructure/Coherent Improvement Strategy Updates

#### A. Infrastructure

Because it has been five years since the Leadership Team evaluated the impact and support of the Project work on ISDE infrastructure, the Leadership Team revisited the seven sections of infrastructure to evaluate changes since Phase I: Governance, Fiscal, Quality Standards, Professional Development, Data, Technical Assistance and Accountability and Monitoring.

##### 1) Governance

Idaho elected a new Governor and re-elected the Superintendent of Public Instruction taking office on January 1, 2019. Idaho continues to align the Project work to other ISDE and statewide priorities. Governor Brad Little has prioritized literacy stating that “Idaho children need to learn to read by third grade, so they are prepared for learning and life.” ([Idaho EdNews December 12, 2019](#)) Additionally, Governor Little requested the 2019-2020 Idaho Legislators to double the literacy budget to \$26 million and in his 2020 State of the State and Budget Address directed, “Every district determined the best way to use the additional literacy dollars, from hiring reading coaches to conducting summer reading programs and providing full-day Kindergarten.” ([Governor Brad Little's 2020 State of the State and Budget Address, January 6, 2020](#)).

Each district submits an annual Idaho Comprehensive Literacy Plan to the Idaho State Board of Education. The progress towards closing the proficiency gap for students with disabilities through the work of the Project has resulted in the following:

- Increased number of districts participating in the Project
- Increased number of districts offering full-day kindergarten
- Increased alignment of EBP across all tiers of instruction

##### 2) Fiscal

Idaho conducts funding and fiscal accountability activities annually. Districts are reviewed at least every four years. The selection method is based on the result from the annual fiscal risk assessment.

- Low Risk Grantees are LEAs with a score of 54-60 points. LEAs are more likely to have a desk review unless the size of the grant is significant enough to trigger a field review.
- Medium Risk Grantees are LEAs with a score of 42-53 points. LEAs may have a desk or field review depending on the resources available at the SDE in the fiscal year.
- High Risk Grantees are LEAs with a score of 0-41 points or new charter school. LEAs are more likely to have a field review.

District participating in the Project have similar fiscal monitoring outcomes to other LEAs in the state. If a participating LEA became very high risk, ISDE might reconsider their participation.

The table below shows the FFY18 Monitoring Findings for Project participating LEAs.

*Table 3: FFY18 Fiscal Monitoring and Findings for SSIP project LEAs*

Cohort	District Number	District Name	Risk Assessment Score FFY 2018	Desk or Field Review	Monitoring Findings
1	340	LEWISTON	52/60	No	NA
1	331	MINIDOKA CO.	50/60	No	NA
1	3	KUNA	54/60	Yes	3 findings
1	322	SUGAR-SALEM	52/60	No	NA
2	91	IDAHO FALLS	50/60	No	NA
2	84	LAKE PEND OREILLE	58/60	No	NA
2	151	CASSIA CO.	52/60	Yes	2 findings
3	55	BLACKFOOT	44/60	No	Was reviewed in FFY 2017
3	101	BOUNDARY CO.	52/60	No	NA
3	341	LAPWAI	60/60	No	NA
4	272	LAKELAND	54/60	Yes	0 findings
4	499	FUTURE PUBLIC SCHOOL, INC.	NA	No	NA
4	483	CHIEF TAHGEE ELEMENTARY ACADEMY, INC.	52/60	No	NA
4	477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	50/60	No	NA
4	281	MOSCOW	52/60	Yes	6 findings

### 3) Quality Standards

In addition to the quality standards work completed in the SSIP and represented in this report and Evaluation Report found in Appendix A, Idaho's infrastructure around quality standards continues to use ISDE Professional Standards Commission (<https://www.sde.idaho.gov/cert-psc/psc/>), Idaho Core Standards (<https://www.sde.idaho.gov/academic/standards/>), and Survey System for training feedback.

### 4) Professional Development

The Project developed sustainable online, face-to-face, in-district, and statewide PD that is delivered by qualified professionals. The training schedule is housed on two systems, both with interactive calendars accessible on the ISDE website and ITC. Online PD is available to anyone. Face-to-face and in-district PD is provided for districts within the Project, however, any resources developed for the Project are accessible online for district use.

#### Sustainable Resources

##### Jessica – General Education Teacher

*"I appreciate that if there are questions, there is always someone available to find the answer or help guide us to the answer. We have a lot of questions, and feel supported in discovering the answers for our district. I think that the reading modules should be a requirement for anybody who is instructing reading."*

ISDE and Idaho SESTA held an annual summer conference in three locations around the state. Literacy was the focus of the conference held in June 2019. The summer conference was designed to meet the instructional/behavioral practices for students receiving their education in both general and special education. In addition, the Project participated and presented at the Federal Programs Conference (September 2019). The Project PD activities have positively benefited special education teachers, paraprofessionals, and general education teachers in having access to sustainable resources related to reading instruction. Additionally, participating school districts have access to national literacy expertise that guide them through the process of evaluating the health of their literacy programs and utilizing a continuous improvement cycle to implement change.

## 5) Data

The Project cultivates a culture of using data to drive continuous improvement. Participating districts receive training on how to review student data during bi-monthly District Leadership Calls and at the Spring Institute. SY 2018-2019 was the first year that the Spring Institute focused on project, district, and student data. In January 2020, the Leadership Team reported Project pre-post measures (Planning and Evaluation Tool for Schoolwide Reading Programs (PET-R), Recognizing Effective Special Education Teachers rubric (RESET), Idaho Reading Indicator (IRI), etc.) and evaluated the SSIP Implementation Drivers with stakeholders that included parents, special education directors, Cohort school district staff, and community partners (see Table 5). Refer to the 'Progress Toward Theory of Action: Assessment Practices' section for more information on ISDE and SSIP infrastructure related to data.

## 6) Technical Assistance

TA is provided through a variety of sources. Idaho SESTA has a Help Desk ticket system where school districts submit special education questions or concerns. Requests are filtered, sorted, and assigned to appropriate staff to respond. Also, ISDE personnel work within and across departments to meet district needs. TA for the Project was expanded to include in-district visits to Cohort districts that are in the Implementation, Sustainability, and Scale-up years. This differentiated TA has been especially successful in aligning instructional practices across all tiers of instruction. The district leadership teams, as well as general education teams, Title 1 teams, and other district and building leaders meet to evaluate the implementation of EBP, the alignment of instruction across tiers, and the district PDSA.

## 7) Monitoring and Accountability

Idaho conducts monitoring and accountability activities annually through the General Supervision File Review (GSFR), fiscal monitoring and annual LEA Determinations. A team of ISDE Special Education staff is currently working on improving the data methodology and included data elements of Idaho's Determinations to make a more meaningful monitoring system. The goal is to identify LEAs through Determinations who need extra support and TA and provide them with those supports to improve their outcomes for students with disabilities.

## B. Implementation Drivers

The Leadership Team, with input from stakeholders that included parents, special education directors, Cohort school district staff, and community partners (see Table 5), used the SSIP Infrastructure Development Rubric and SSIP Infrastructure Planning Tool (NIRN, 2014) to evaluate the state-level implementation of infrastructure work. “The SSIP Infrastructure Development Rubric is built to crosswalk the implementation drivers and the Implementation Stages necessary for effective sustainable implementation of the SSIP.”<sup>2</sup> The Leadership Team and stakeholders rated most of the project Implementation Drivers as being in the Initial Implementation stage to almost Full Implementation. Stakeholders recommended improvement strategies in specific drivers, which are displayed in the timeline in Section 8 of this report.

### 1) Competency Drivers

#### a. Selection

At the state level, the Leadership Team members were identified through a selection process to ensure necessary expertise was included on the team to guide plan development, implementation, and evaluation. Instructional and coaching expertise is contracted to meet the district needs. At the district level, the district identifies appropriate team members based on existing staff. The Selection section of the Implementation Rubric refers to the “recruiting, interviewing, and hiring” of staff. The ISDE does not offer financial support to participating staff and relies on individual districts to recruit appropriate personnel. Due to this fact the ISDE did not rate implementation on this element.

## Quality Professional Development

### Sherry – Special Education Director

*“The training we have received from the Cultivating Leaders to Grow Young Readers project has helped our teachers understand the foundational reading skills. Combining that critical understanding with coaching we have seen a marked increase in the reading level of our students with disabilities. Our teachers are so appreciative of having support from a coach who is able to guide them in providing direct instruction tailored to the unique needs of each student.*

*The training we have received from the project has been phenomenal. We loved Sharon Vaughan with her enthusiasm and research in literacy. Working with Dr. Evelyn Johnson and the RESET rubric has been a key to productive individual teacher coaching. Also having the resources and ongoing support of the National Center on Improving Literacy has been wonderful in training our administrators and teachers.”*

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<sup>2</sup> National Implementation Research Network (NIRN) © 2014 Dean Fixsen and Karen Blasé Fixsen, D., & Sims, G. (2014) Active Implementation Quick Reference Guide. University of North Carolina, Chapel Hill, March 2020, [https://osepideastthatwork.org/sites/default/files/8\\_NCSI\\_S SIP\\_Tool\\_0.pdf](https://osepideastthatwork.org/sites/default/files/8_NCSI_S SIP_Tool_0.pdf)

*b. Training*

The Leadership Team, with input from stakeholders, specifically the Special Education Advisory Panel (SEAP), rated Idaho’s Training Implementation Driver as in the Installation/Initial Implementation stage. Idaho would be at Initial to Full Implementation if there was capacity for PD fidelity checks. Content experts deliver EBP using strategies specific to reading content; participants are asked to respond to survey questions on their knowledge and skill level before and after training; and asked questions related to the quality of the training and their satisfaction. However, without an external observer to analyze the trainers’ performance and to provide improvement suggestions, Idaho cannot rate higher on this stage.

The Leadership Team also asked stakeholders for suggestions on how to administer pre/post testing of knowledge and skills without additional burden to cohort teams. The suggestions offered (e.g. “integrate pre/post assessment within modules”) are in place.

*c. Coaching*

The Leadership Team, with input from stakeholders, rated Idaho’s Coaching Implementation Driver as Initial/Full Implementation. Districts self-identify their Instructional Coach and the Project provides training and TA support during District Leadership Calls and in-district visits. Coaches meet with practitioners every other week, in-person or via video call. Both the instructional staff and coaches use the RESET Rubric to evaluate explicit instructional practices and create improvement plans. Coaches divide their time between observation, fidelity checks, and review of student data.

Supporting Instruction
<p><b>Lisa-Marie - Title 1 Teacher</b></p> <p><i>“The Growing Young Readers project has given our district resources; resources by way of information and more importantly, PEOPLE! I know that when I have a question related to literacy and teaching reading to struggling learners I can reach out to Shannon or another member of the Growing Young Readers project and they can point me in the right direction. It has been so great to have a legion of people ready and willing to help us out!”</i></p>

2) Organization Driver

*a. Decision Support Data System*

The Leadership Team, with input from stakeholders, rated Idaho’s Decision Support Data System Organizational Driver as in Initial Implementation. Idaho developed a Logic Model in Phase 1 and refined and modified it in Phase III Years 2 and 3 that identifies the relevant strategies necessary to implement EBP. The Project has a robust and detailed evaluation process that looks at all activities implemented over four years. The EBP evaluation elements are measured at least annually and results are

reported to Cohort districts and relevant stakeholders. Cohort districts are monitored through a data collection process, during District Leadership Calls, and in-district visits to check fidelity of implementation. An annual report is shared with Cohort districts during the Spring Institute and reported to OSEP by April 1 of each year. The Leadership Team also asked stakeholders for suggestions on how often and how best to disseminate information to stakeholder groups. Their suggestions are part of the improvement activities which are displayed in the timeline in Section 8.

#### *b. Facilitative Administration*

The Leadership Team, with input from SEAP, rated Idaho's Facilitative Administration Organizational Driver as in Full Implementation. At least annually, the Leadership Team examines the Project to assure support of the implementation of the five identified EBPs; Implementation Science, Continuous Improvement Cycle, IES Foundational Skills to Support Reading, Explicit Instruction, Instructional Coaching. Using SSIP evaluation data that is detailed in Appendix A: Idaho 2020 SSIP Evaluation Report, the Leadership Team ensures fidelity and integration of the training, coaching, and assessment functions associated with implementation of the SSIP EBPs. The ISDE staff across departments at all levels looks for ways to improve practitioner skill levels and fidelity of implementation.

### 3) Systems Intervention

The Leadership Team, with input from stakeholders, rated Idaho's Systems Intervention Organizational Driver as Initial Implementation. Idaho's Special Education Director shares the work of the Project to education ISDE staff, Idaho legislators, and school districts across the state to support the implementation of EBPs and other reading initiatives. There is an organized effort across the ISDE to align structures and functions to support the implementation of EBPs. Currently, the Special Education and Content and Curriculum departments are working to use materials and resources developed to support the implementation of EBPs in non-Project districts.

### 4) Leadership Driver

The Leadership Team, with input from stakeholders, rated Idaho's Leadership Driver as Full Implementation. The Project has a process in place to support stakeholders in a natural way of working together. Each group member takes responsibility for orienting and welcoming new members to the group. Stakeholders engage using multiple methods such as face-to-face, virtual video conferencing, conference calls, and small work groups based on the activity. Many stakeholders live in remote parts of Idaho and during winter months can find it challenging to attend face-to-face meetings. The use of video conferencing is an essential tool to assure that all stakeholders are fully able to participate possible. Members are able and willing to share responsibilities and hold

one another accountable as need. When the Leadership Team asked how to improve implementation of the Leadership Driver, stakeholders mentioned that new members struggled with project vocabulary and had varied stages of project knowledge based on the length of time they had been part of the group.

#### 5) Performance Assessment

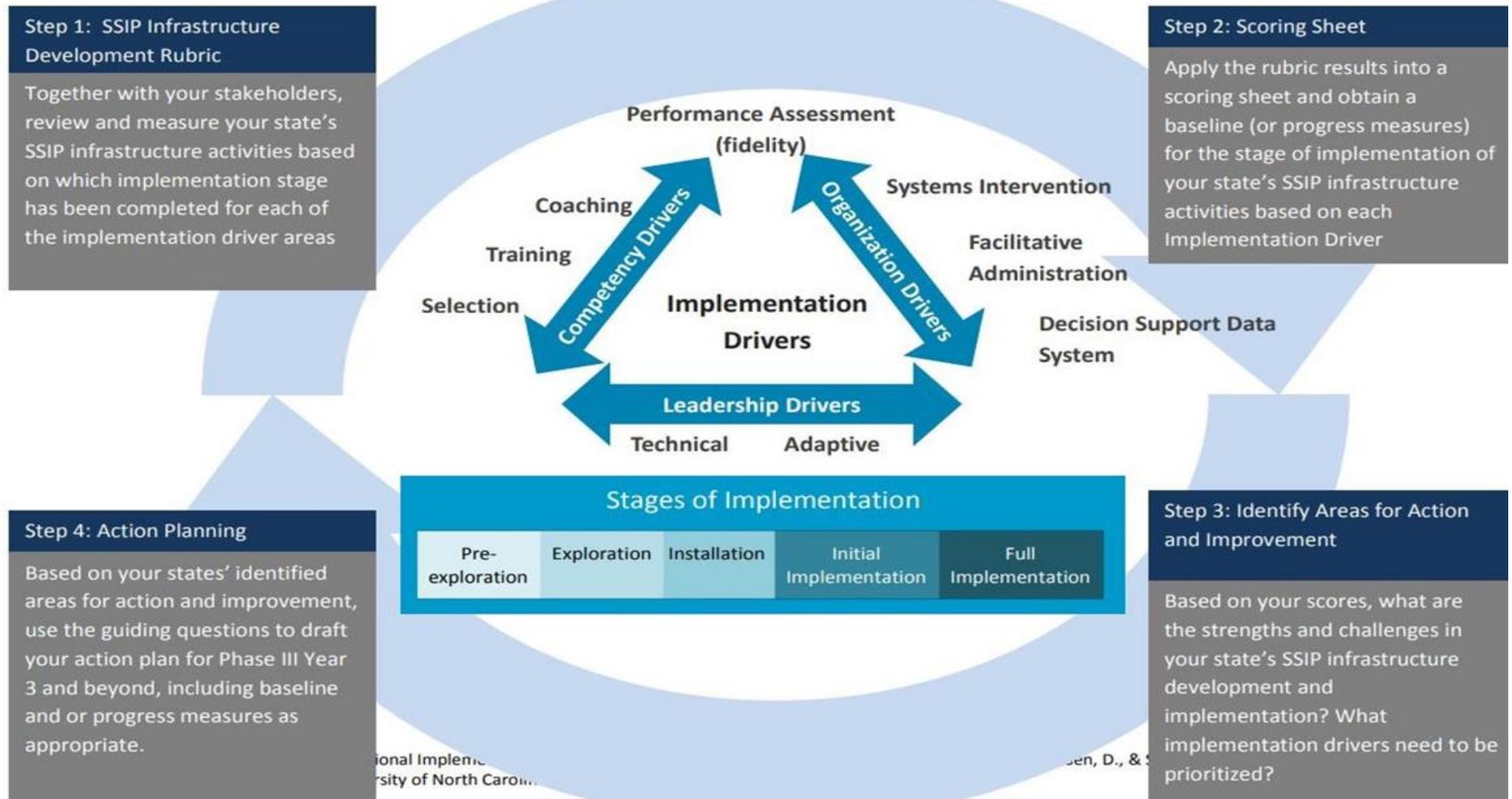
The Leadership Team, with input from stakeholders, rated Idaho’s Performance Assessment Driver as Initial Implementation. The performance of each practitioner is assessed on a consistent basis, at the district level. Instructional staff video-tape explicit instruction every other week and work with their instructional coaches to improve fidelity of instruction. The instructional staff are assessed by the Coach through in-person observation or video observation and data are reviewed collaboratively. The ISDE collects the instructional staff videos as well as coaching video observations, coaching logs, RESET Rubrics, and other project data to monitor each practitioner’s performance. Stakeholders were asked how to improve performance implementation. Their suggestions are part of the improvement activities which are displayed in the timeline in Section 8.

### Finding Success through Collaboration

#### Patty – Special Education Teacher

*“I feel supported and recognized. This program takes effort from more than just the teacher. This program supports the collaboration of administration along with special education and general education teachers to find success in the classroom for all students.”*

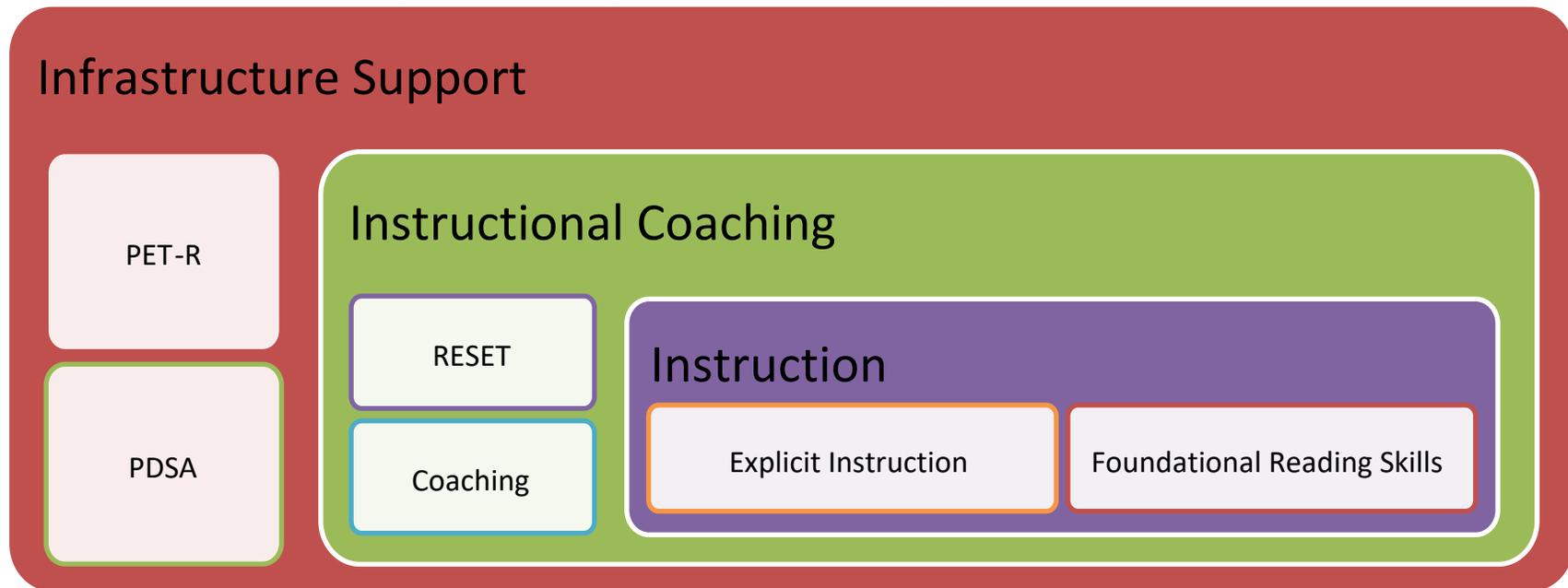
Figure 2: SSIP Infrastructure Development Rubric and SSIP Infrastructure Planning Tool



## 4. Implementation Status for Evidence-Based Practices and Fidelity Data

Idaho selected and implemented five EBPs: Implementation Science, Continuous Improvement Cycle, IES Foundational Skills to Support Reading, Explicit Instruction, and Instructional Coaching. Supporting data for this section is detailed in Appendix A: Idaho 2020 SSIP Evaluation Report, a separate document for ease of use by stakeholders in reviewing annual data. Figure 3 is a diagram of the EBPs utilized in the Project and tools used to measure fidelity.

Figure 3: Cultivating Leaders Implementation of Evidence-Based Practices



### A. Implementation Science Framework

The Leadership Team strengthens state-level infrastructure and Cohort districts implement EBPs using an implementation science framework. At the district level, implementation teams are formed, training on the Implementation Drivers is provided by ISDE Project staff on bi-monthly calls, and research articles are read and discussed to support teams in understanding the process of

preparing for system and instructional change. Meeting minutes are compiled and ISDE staff meet internally to disseminate and reflect and plan for necessary TA and PD to support districts to improve their implementation structures.

**Activity:** Fall and Spring Institute, in-district visits, District Leadership Calls, Special Education Director Calls

**Tools Used:** NIRN Initiative Inventory<sup>3</sup>, Communication Plan Template<sup>4</sup>, Implementation Drivers: Action Plan<sup>5</sup>, Implementation Stages: Action Plan<sup>6</sup>, and Continuous Improvement Cycle (PDSA)<sup>7</sup>

**Data collected:** Attendance, survey data, meeting minutes, training materials (details in Appendix A: Idaho 2020 SSIP Evaluation Plan)

## B. Plan, Do, Study, Act (PDSA) Continuous Improvement Cycle

Implementation, Sustainability, and Scale-Up (Cohorts 3, 2, & 1) districts continued to utilize the EBPs within implementation science with a focus on improvement cycles. The plan, do, study, act (PDSA) rapid improvement cycle is the EBP the project has identified as a vehicle for change within the district system. District teams complete the PDSA cycle at least annually with TA from Project staff on bi-monthly calls to support their understanding of the process and promote effective implementation of the practice. Analysis of the PDSA cycles is completed by district teams and ISDE staff through a qualitative process at the end of each school year.

**Activity:** Fall and Spring Institute, in-district visits, District Leadership Calls, Special Education Director Calls

**Tool Used:** PDSA worksheet

**Data collected:** Attendance, completed district PDSA, surveys, meeting minutes, training materials (details in Appendix A: Idaho 2020 SSIP Evaluation Plan)

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<sup>3</sup> SISEP; “Active Implementation Hub,” Activity 4.2 (Stages): “Exploring” with the Initiative Inventory, National Implementation Research Network, November 2017, <https://nirn.fpg.unc.edu/resources/activity-4-2-exploring-initiative-inventory>

<sup>4</sup> SISEP; “Active Implementation Hub,” Communication Plan Template, National Implementation Research Network, August 2018, <https://nirn.fpg.unc.edu/resources/communication-plan-template>

<sup>5</sup> SISEP; “Active Implementation Hub,” Implementation Drivers: Action Plan, National Implementation Research Network, July 2013, <https://nirn.fpg.unc.edu/resources/implementation-drivers-action-plan>

<sup>6</sup> SISEP; “Active Implementation Hub,” Implementation Stages: Action Plan, National Implementation Research Network, May 2013, <https://nirn.fpg.unc.edu/resources/implementation-stages-action-plan>

<sup>7</sup> SISEP; “Active Implementation Hub,” Apply the Plan-Do-Study-Act (PDSA) Cycle in your work, National Implementation Research Network, June 2014, <https://nirn.fpg.unc.edu/resources/activity-L61-apply-pdsa-cycle-your-work>

### C. Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

Cohort districts are trained on the EBPs outlined in the IES Foundational Skills Guide. This training is provided every other year for districts in either the Readiness or Implementation year during the Fall Institute, as well as through an online course designed to support instructional staff to implement early reading EBPs in the classroom. All instructional staff and coaches complete twenty modules in two parts over the span of the school year during the Readiness year. Completion, knowledge gain, and satisfaction is measured for each module to ensure the Project provides training that supports improved implementation of EBPs in reading. A hybrid version of the module course is available for teachers and coaches entering the project after the initial Readiness year. This will accommodate staff turnover, allowing new staff to gain the knowledge of the EBPs and participate fully in the project, since the original module course is completed only during the Readiness year.

**Activity:** Fall and Spring Institute, in-district visits, District Leadership Calls, Special Education Director Calls, online modules

**Tools Used:** Contracted Reading Specialist to deliver in-person training at the Fall Institute, and 20 reading modules

**Data collected:** PD surveys, attendance, modules surveys, modules completion, meeting minutes, training materials (details in Appendix A: Idaho 2020 SSIP Evaluation Plan)

### D. Instructional Coaching

Implementation, Sustainability, and Scale-Up (Cohorts 3, 2, & 1) districts implement instructional coaching as an EBP designed to support growth at the classroom level for SWD. Coaching PD is delivered in a three-year cycle. Each year the Project has a specific coaching focus; Jim Knight, “Impact Cycle<sup>8</sup>”, Jim Knight, “Focus on Teaching: Using Video<sup>9</sup>”, and Dr. Evelyn Johnson, “Recognizing Effective Special Education Teachers (RESET) Rubric<sup>10</sup>”.

Instructional coaching in the Project follows Jim Knight’s model and includes the use of an impact cycle (Knight, 2018<sup>11</sup>) in addition to one-on-one dialogue between instructional staff and coaches on a monthly basis. Teachers video-tape their own lesson delivery 14 times per year, allowing teachers to self-reflect prior to coaching sessions and strengthen the dialogue to improve teacher

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<sup>8</sup> Knight, J. (2018). *The Impact Cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.

<sup>9</sup> Knight, J. (2014). *Focus on Teaching: Using video for high-impact instruction*. Thousand Oaks, CA: Corwin Press.

<sup>10</sup> Johnson, E. S., Moylan, L. A., Crawford, A. R., & Zheng, Y. (2017). *Explicit instruction rubric. Recognizing effective special education teacher*, Boise State University: Boise, Idaho.

<sup>11</sup> Knight, J. (2018). *The Impact Cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.

effectiveness and competencies (Knight, 2014<sup>12</sup>). Idaho has adopted the RESET Rubric as its explicit instruction fidelity measurement tool. Coaches are introduced to the RESET Rubric during the Fall Institute every year and receive coaching training in December each year beginning in the Implementation year and continuing in Scale-up, coaches also video-tape a coaching session and Project staff evaluate coaching fidelity and provide feedback to strengthen their coaching practices. The effectiveness of instructional coaching is measured in multiple ways. Coaching logs are completed monthly and provide data on time spent, focus of coaching sessions, and coaching practices utilized (modeled lesson, observation, and shared resources). Monthly coaching logs are provided to Project staff to monitor fidelity of coaching to the RESET Rubric. Coaches, beginning in the Sustainability year, are also assessed for effectiveness using the coaching observation checklist.

**Activity:** Fall and Spring Institute, Coaching PD, in-district visits, District Leadership Calls, Special Education Director Calls, district coaching sessions, coaching fidelity assessments

**Tools Used:** RESET Rubric, instructional videos, coaching logs, coaching videos, and instructional Coaching Rubric

**Data collected:** PD surveys, attendance, RESET Rubric pre-post data, Coaching Rubric data, number of instructional videos, coaching logs and coaching videos, meeting minutes, training materials (details in Appendix A: Idaho 2020 SSIP Evaluation Plan)

#### E. Explicit Instruction

Implementation, Sustainability, and Scale-Up (Cohorts 3, 2, & 1) districts utilize explicit instruction as an EBP to deliver effective reading instruction to SWD. The Project provides training on the effective implementation of explicit instruction to coaches and teachers as a part of the Fall Institute. Coaches are provided additional training on the 7 explicit instruction components within the RESET Rubric to support teachers with effective implementation of the EBP and to evaluate fidelity of implementation.

Instructional staff implement and measure progress on each component throughout the year and receive coaching support on identified weaknesses in instructional delivery. Instructional staff also receive expert TA from Project staff and contracted coaches in their classrooms twice per year to further their understanding and implementation of the explicit instruction practices. This includes watching model lessons, one-on-one dialogue, and training on specific components of explicit instruction. The delivery of explicit instruction is measured through a pre-post assessment process between the teacher and coach using the RESET Rubric.

**Activity:** Fall and Spring Institute, Coaching PD, in-District visits, District Leadership Calls, Special Education Director Calls

**Tools Used:** RESET Rubric and Instructional videos

**Data collected:** PD surveys, attendance, RESET Rubric pre-post data, meeting minutes, training materials (details in Appendix A: Idaho 2020 SSIP Evaluation Plan)

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<sup>12</sup> Knight, J. (2014). Focus on Teaching: Using video for high-impact instruction. Thousand Oaks, CA: Corwin Press.

Idaho continues to improve and refine the implementation of the project-identified EBPs through participating districts’ feedback, stakeholder input, and PD and TA opportunities with our collaborative partners. All project activities including, Fall and Spring Institutes, in-district visits, coaching training, and leadership calls focus on the implementation of the EBPs.

## Special Education Director Talks about the Benefits

### Travis – Special Education Director

*“Cultivating Leaders to Grow Young Readers has been instrumental in facilitating the process of us progressing down the road of strengthening our approach in Literacy in our District at the elementary level. As a result of this project, we have made great progress towards more systematic alignment in the area of reading across general education and our interventionists (e.g., Title IA and Special Education). This project connected us to literacy experts to provide high quality professional development and coaching to strengthen our delivery of reading instruction. Some of the results have been the following:*

- 1. Strengthened the delivery of instruction across General Education Teachers, Title I Teachers, and Special Education through effective professional development, coaching support, and technical assistance.*
- 2. We now have uniform intervention curriculum across our District for Special Education and Title I at the elementary level.*
- 3. We have had some students exit from special education due to their significant progress in reading. We have had some of our Special Education students make gains as significant as a whole grade level in 1 year. We’ve seen significant growth between this year and last year at targeted sites and grade levels as indicated by Istation data for all students.*
- 4. We have had some General Education teachers state to their Title teacher that some of their Title I students are outperforming many of the general education students. General education and interventionists are doing more partnering and collaborating in our primary grades.*
- 5. We have begun building internal capacity of knowledge and skills in effective delivery of reading instruction across our district.*

*This project has been amazing and we could not have made it to where we are now without it. It has been such an awesome experience has been the brightest spot in my career as a Special Education Director. This has demonstrated the power of high-level collaborations between the State and local LEAs.”*

Table 4 is the Project calendar for implementation of EBPs. Specific detailed data and analysis is found in Appendix A: Idaho 2020 SSIP Evaluation Report.

Table 4: Implementation of Evidence-Based Practice Timeline

Date	Evidence-Based Practice	Implementation Activity	Participant
April 2019	Technical Assistance Implementation Science Explicit instruction/coaching Continuous Improvement Cycle (PDSA) Explicit Instruction Instructional Coaching	<ul style="list-style-type: none"> <li>4th Special Education Director Calls – each cohort had a call</li> <li>Teachers/Coaches completed RESET Rubric</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching session</li> <li>Coaches completed coaching logs</li> </ul>	<ul style="list-style-type: none"> <li>All cohorts – special education directors only</li> <li>Instructional staff, coach</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> </ul>
May 2019	Professional Development Implementation Science Continuous Improvement Cycle (PDSA) Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten through 3 <sup>rd</sup> Grade Explicit Instruction	<ul style="list-style-type: none"> <li>Spring Data Institute</li> <li>Online Reading Modules 11-20</li> </ul>	<ul style="list-style-type: none"> <li>All cohorts and all district team members: Readiness, Implementation, and Sustainability</li> <li>Readiness Instructional staff</li> </ul>
June/July/August 2019	Professional Development Foundational Skills to support Reading for Understanding in Kindergarten through 3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>Online Reading Modules 1-20</li> </ul>	<ul style="list-style-type: none"> <li>Readiness Instructional Staff (makeup)</li> </ul>
September 2019	Professional Development Implementation Science Continuous Improvement Cycle (PDSA) Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten through 3 <sup>rd</sup> Grade Explicit Instruction training	<ul style="list-style-type: none"> <li>Fall Institute</li> </ul>	<ul style="list-style-type: none"> <li>All cohorts and all district team members: Readiness, Implementation, Sustainability, and Scale-Up</li> </ul>
October 2019	Technical Assistance Implementation Science Continuous Improvement Cycle (PDSA) Explicit Instruction Instructional Coaching	<ul style="list-style-type: none"> <li>1<sup>st</sup> Special Education Director Calls – each cohort had a call</li> <li>Teachers/Coaches completed RESET Rubric</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching session</li> <li>Coaches completed coaching logs</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts – special education directors only</li> <li>Instructional staff, coach</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> </ul>
November 2019	Professional development and technical assistance Implementation Science Continuous Improvement Cycle (PDSA)	<ul style="list-style-type: none"> <li>1st District Leadership calls</li> <li>Fall In-district visit</li> <li>Teachers recorded instructional videos</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts</li> <li>Cohorts: Implementation, Sustainability, and Scale-Up</li> <li>Instructional staff</li> </ul>

Date	Evidence-Based Practice	Implementation Activity	Participant
	Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Explicit Instruction	<ul style="list-style-type: none"> <li>Teacher coaching session</li> <li>Coaches completed coaching logs</li> </ul>	<ul style="list-style-type: none"> <li>Instructional staff, coach</li> <li>Coach</li> </ul>
December 2019	Professional development and technical assistance Implementation Science Continuous Improvement Cycle (PDSA) Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Explicit Instruction	<ul style="list-style-type: none"> <li>2<sup>nd</sup> Special Education Director calls</li> <li>Coaching training</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching session</li> <li>Coaches completed coaching logs</li> <li>Online Reading Modules 1-10</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts – special education directors only</li> <li>Coaches: Implementation, Sustainability, and Scale-Up</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> <li>Readiness instructional staff</li> </ul>
January 2020	Technical Assistance Implementation Science Program Evaluation Tool for Reading (PET-R) Continuous Improvement Cycle (PDSA) Explicit Instruction Instructional Coaching	<ul style="list-style-type: none"> <li>2<sup>nd</sup> District Leadership calls</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching session</li> <li>Coaches completed coaching logs</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> </ul>
February 2020	Professional development and technical assistance Implementation Science Program Evaluation Tool for Reading (PET-R) Continuous Improvement Cycle (PDSA) Institute for Educational Science (IES) Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Explicit Instruction	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Special Education Director calls</li> <li>Fall In-district visit</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching sessions</li> <li>Coaches completed coaching logs</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts</li> <li>Cohorts: Implementation, Sustainability, and Scale-Up</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> </ul>
March 2020	Technical Assistance Implementation Science Program Evaluation Tool for Reading (PET-R) Continuous Improvement Cycle (PDSA) Explicit Instruction Instructional Coaching	<ul style="list-style-type: none"> <li>3<sup>rd</sup> Special Education Director calls</li> <li>Teachers recorded instructional videos</li> <li>Teacher coaching sessions</li> <li>Coaches completed coaching logs</li> <li>Online Reading Modules 11-20</li> </ul>	<ul style="list-style-type: none"> <li>All Cohorts</li> <li>Instructional staff</li> <li>Instructional staff, coach</li> <li>Coach</li> <li>Readiness instructional staff</li> </ul>

## 5. Stakeholder Engagement Activities

Idaho continues to prioritize the use of both internal and external stakeholders. The Leadership Team developed the SSIP and each subsequent plan using input from the stakeholder groups identified in Table 5. Table 5 outlines the stakeholder groups, membership, their implementation and evaluation involvement, and highlighted activities for SY 2019-20.

The SSIP project engages three primary stakeholder groups in the SSIP evaluation on an ongoing basis; SEAP, DAC, and Cohort districts. In SY 2019-20, SEAP was instrumental in the evaluation of Idaho's infrastructure analysis, using the SSIP Infrastructure Development Planning and Progress Measurement Tool (NIRN, 2014<sup>13</sup>) to evaluate the state-level infrastructure work. SEAP members along with the Leadership Team reviewed the infrastructure evaluation and provided ideas on improvement activities related to implementation of EBPs, data collection, stakeholder engagement, and communication of project activities and student outcomes. Specifically, the group recommended providing them with quarterly visual reports that include key project activities from the prior months; showing them videos of teachers implementing explicit instruction in reading; providing them with information on how their feedback was used to improve the project; and offered recommendations on organizational tactics for improving the quality and quantity of project data. DAC provided specific recommendations on how best to communicate student outcome data to various stakeholder groups and offered ideas for improving data collection methods. Cohort districts attend a Spring Institute annually where project data is presented, analyzed and used to develop a district- or school-level plan for the next school year.

In addition to engaging the specific stakeholder groups identified in Table 5, the Leadership Team and participating Cohort members disseminate project information using various platforms on an ongoing basis. ISDE staff have presented at various conferences and meetings throughout the year.

- Idaho Dyslexia Conference: June 2019 (Boise, Idaho)
- Idaho SESTA Statewide Literacy Conference: June 2019 three locations (Boise, Blackfoot, and Coeur d'Alene, Idaho)
- OSEP Leadership Conference: July 2019 (Crystal City, Virginia)
- Federal Programs Conference: September 2019 (Nampa, Idaho)

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<sup>13</sup> National Implementation Research Network (NIRN) © 2014 Dean Fixsen and Karen Blasé Fixsen, D., & Sims, G. (2014) Active Implementation Quick Reference Guide. University of North Carolina, Chapel Hill, March 2020, [https://osepideastthatwork.org/sites/default/files/8\\_NCSI\\_SSIIP\\_Tool\\_0.pdf](https://osepideastthatwork.org/sites/default/files/8_NCSI_SSIIP_Tool_0.pdf)

- Statewide Data Drill Downs: October 2019 (Coeur d’Alene; Lewiston; Idaho Falls; Twin Falls; and Nampa, Idaho)
- Idaho State Legislature – House and Senate Education Committees: January 2020 (Boise, Idaho)
- SEAP – Quarterly
- DAC – Quarterly

Progress towards the SiMR is disseminated to stakeholders through Special Education Directors Webinars (monthly), legislative reports (yearly), and conferences. Additionally, in December, Idaho was highlighted in the OSEP Newsletter regarding work with the National Center on Improving Literacy related to the developed parent materials.

Internal and external stakeholder groups participate in developing implementation strategies; reviewing and responding to evaluation data; providing input; addressing barriers; and recommending changes, improvement strategies, or other solutions. Stakeholder input is documented in meeting minutes, presentations, and other forms of formal communications. Table 5 provides information on how specific stakeholder groups make decisions and provide input on implementation and evaluation procedures and outcomes.

The work of the Idaho Enhanced Literacy Collaborative stakeholder group’s parent materials ‘Supporting Students with Reading Needs’ were highlighted in the Office of Special Education Programs (OSEP) December 2019 Newsletter. These materials were developed in collaboration with this group to help families build reading skills through everyday activities. The Project places a high value on parent partnerships and, when possible, develops home-based materials.

*Table 5: Stakeholder Engagement*

Stakeholders/ Timetables	Membership Overview	Implementation Involvement	Evaluation Involvement	Activities conducted by Group
1. State Department of Education Special Education Department  <b>Weekly Staff Meetings</b>	<b>Internal Stakeholder:</b> Staff employed by the SDE who are assigned to the Special Education Department  <b>Transforming Level</b>	Disseminate information, revise monitoring and support of districts, identify and align PD and TA practices	Evaluate student, district, and state data, evaluate improvement strategies and recommend changes or additional strategies if necessary	<ul style="list-style-type: none"> <li>• Coordinate and monitor activities for cohort districts</li> <li>• Align TSI/CSI activities</li> <li>• Review and analyze student, building, and district data</li> </ul>
2. SSIP Cohort Districts  <b>Bi-monthly calls</b>	<b>External Stakeholder:</b> SSIP District identified teams  <b>Transforming Level</b>	Plan project development, implement project activities, identify barriers at the district level, provide input on PD and TA needs	Evaluate student, teacher, district, and state data, evaluate improvement strategies and recommend changes or additional strategies if and when	<ul style="list-style-type: none"> <li>• Execute implementation science stages based on cohort year</li> <li>• Align TSI/CSI activities</li> <li>• Review and analyze student, building, and district data</li> </ul>

Stakeholders/ Timetables	Membership Overview	Implementation Involvement	Evaluation Involvement	Activities conducted by Group
			necessary, respond to surveys	<ul style="list-style-type: none"> <li>Develop and implement improvement strategies</li> </ul>
3. Special Education Advisory Panel (SEAP)  <b>Quarterly meetings</b>	<b>External Stakeholder:</b> The panel includes parents, agencies and organizations that are specifically focused on the needs of individuals with disabilities  <b>Transforming Level</b>	Improve inclusive practices in Cohort districts and statewide, as well as provide parent feedback on activities and materials developed	Evaluate SSIP program data, evaluate improvement strategies and recommend changes or additional strategies if and when necessary, suggest improvements for communicating with stakeholders	<ul style="list-style-type: none"> <li>Evaluate SSIP data</li> <li>Recommend changes to evaluation and improvement strategies</li> <li>Review and analyze student, building, and district data</li> </ul>
4. Directors Advisory Committee (DAC)  <b>Quarterly meeting</b>	<b>External Stakeholder:</b> Committee comprised of Special Education Directors that represent all six educational regions in Idaho. Committee function is to be a communication conduit, collaborate, and improve special education in Idaho  <b>Collaborating Level</b>	Plan project development from district leadership perspective, advise on leadership supports, and alternate measures of student growth beyond the state summative assessment	Evaluate SSIP program data, evaluate improvement strategies and recommend changes or additional strategies if and when necessary	<ul style="list-style-type: none"> <li>Review SSIP data</li> <li>Recommend changes to evaluation and improvement strategies</li> <li>Recruit new cohort districts</li> <li>Provide input on parent materials</li> </ul>
5. Idaho Enhanced Literacy Collaborative  <b>Quarterly meeting</b>	<b>External Stakeholder:</b> State Leadership Team, SDE Special Education Director, Idaho SESTA, Idaho Parents Unlimited (Parent Center), Idaho Commission on Libraries, and parents  <b>Collaborative Level</b>	Identify EBPs, develop and disseminate parent-friendly resources and tools	Evaluate district and state data, evaluate improvement strategies and recommend changes or additional strategies if and when necessary	<ul style="list-style-type: none"> <li>Creation of parent materials</li> <li>Vetting and recommendation of parent materials</li> <li>Input on improvement strategies related to parents</li> <li>Creation of a dissemination plan for parent materials</li> </ul>
6. District Special Education Directors  <b>As needed, at least quarterly</b>	<b>External Stakeholder:</b> Special Education Directors representing all LEAs from across the state  <b>Networking Level</b>	The Leadership Team gives presentations at regional special education directors meetings. Information is shared out through directors' webinars where directors ask questions and are encouraged to participate in online activities	Provide district data, state data, and assist in self-evaluation of improvement and state-level TA	<ul style="list-style-type: none"> <li>Special Education Directors shared project objectives, data, and improvement strategies to their district staff.</li> </ul>

## 6. Progress toward the SiMR

Idaho’s SiMR is to “increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced.” The ISAT is administered to students in grades three through eight annually and once in high school.

Targets established in SSIP Phase II are displayed in Table 1 and were extended through Federal Fiscal Year (FFY) 2019. At the time that these targets were set, Idaho was in the process of piloting a new statewide assessment. Therefore, no actual assessment data was available to set as a baseline or inform the creation of targets. The baseline and targets were set using National Assessment of Educational Progress (NAEP) data, where the proficiency rate for students with disabilities in reading was 7% in 2013 and proficiency rates were growing on average by 1% annually. Idaho is in the process of discussions with stakeholders to establish grade-level targets for students with disabilities on statewide assessments for FFY 2020 under Idaho Consolidated State Plan (ESSA). When these targets are established, Idaho plans to align State Performance Plan/Annual Performance Report and SSIP targets with the targets in Idaho’s Consolidated State Plan. The SSIP Leadership Team expects to reset baseline and include new targets in the 2021 SSIP submission for FFY 2020.

*Table 1: Idaho’s SiMR - Reading Proficiency Percentage Baseline and Targets, FFY 2013-2019*

Year	Baseline 2013	2014	2015	2016	2017	2018	2019
Target Proficiency Percentage	7%	8%	9%	10%	11%	12%	13%
ISAT 4 <sup>th</sup> Grade Proficiency Percentage		14.7%	17.1%	16.8%	17.6%	16.3%	NA

Table 6 summarizes Idaho’s 4<sup>th</sup> grade English/Language Arts (ELA) proficiency rates at the state and cohort levels.

- Idaho met its SiMR target for FFY 2018.
- Statewide, the proficiency rate for 4<sup>th</sup> grade students with disabilities in English/Language Arts (ELA) decreased from 17.6% to 16.3% from 2017-2018 to 2018-2019.
- No cohort met the FFY 2018 target, although Cohort 4’s baseline was above the target.
- Numbers of students taking the ISAT were small at the cohort level. Small absolute changes in proficiency had large relative effects.

- Idaho exceeded the 1% cap on alternate assessment participation in ELA, mathematics, and science for FFY 2017. Training and technical assistance (TA) on participation criteria were given to all LEAs that exceeded the 1% cap in an effort to comply for FFY 2018. Idaho reduced the Idaho Alternate Assessment (IDAA) participation rates in all three contents areas as follows: ELA – 1.2% in 2017, 1.1% in 2018; Mathematics – 1.19% in 2017, 1.15% in 2018; Science – 1.3% in 2017, 1.1% in 2018. Schools in Cohort 1 reduced the percentage of 4<sup>th</sup> grade students with disabilities taking the IDAA in ELA from 20% to 3.66% during the same time period. This large decrease in IDAA ELA participation and subsequent increase in regular assessment participation by lower performing students significantly impacted the ELA proficiency rate of Cohort 1. Cohorts 2, 3 and 4 did not experience the same trend. Assessment participation rates can be seen in Table 7.

Table 6: 4<sup>th</sup> Grade Students' ISAT Proficiency Rates in ELA by School Year

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
ISAT 4th Grade	Students w/Disabilities	Students w/o Disabilities	Students w/Disabilities % (n)	Students w/o Disabilities % (n)						
Statewide Data	14.7%	50.4%	17.1%	54.2%	16.8%	51.9%	17.6%	54.4%	16.3% (450)	56.6% (11,729)
Cohort 1 (baseline FFY 2015)	**	**	19.7%	57.5%	16.4%	54.8%	18.6%	50.3%	9.8% (8)	47.0% (289)
Cohort 2 (baseline FFY 2016)	**	**	**	**	12.4%	42.6%	13.9%	49.1%	2.7% (<5)	48.5% (166)
Cohort 3 (baseline FFY 2017)	**	**	**	**	**	**	16.4%	47.8%	10.4% (5)	51.5% (101)
Cohort 4 (baseline FFY2018)	**	**	**	**	**	**	**	**	25.9% (7)	57.4% (120)

\*\*Cohort was not established during this reporting year.

*Table 7: IDAA ELA Participation Rates for Students with Disabilities by School Year*

	2015-2016	2016-2017	2017-2018	2018-2019
Cohort 1	19.05%	12.50%	20.00%	3.66%
Cohort 2	**	0.00%	2.78%	5.41%
Cohort 3	**	**	2.13%	4.17%
Cohort 4	**	**	**	18.52%

- In 2019, the SSIP evaluator was able to gain access to student-level data on each of the ISAT’s claims areas (reading, speaking & listening, writing, research & inquiry). The sum of the claims makes up the overall ELA scale score. The evaluation team was therefore able to evaluate the reading claim area of students in cohort schools separately from the overall ELA scores. Since the project activities focus on reading and not all the areas involved in the larger definition of literacy, the reading claim data may be a more sensitive measure of ISAT proficiency growth. The reading claim data is only available for students who took the regular assessment since the IDAA is a separate test. The claims areas are categorized into three groups depending on overall claim score: below standard, at/near standard, above standard. At/near standard and above standard were combined for the percentages in Table 8.

*Table 8: ISAT Reading Claim Percentages At/Near/Above Standard for Students with Disabilities (SWD) and Students without Disabilities (SWOD) by School Year*

		2016-2017 3rd grade	2017-2018 4th grade	Change	2017-2018 3rd grade	2018-2019 4th grade	Change
<b>State</b>	<b>SWOD</b>	71.7%	81.0%	9.3%	78.5%	80.4%	1.9%
	<b>SWD</b>	27.4%	39.6%	12.2%	37.9%	38.1%	0.2%
<b>Cohort 1 - 2 years of implementation</b>	<b>SWOD</b>	70.2%	78.6%	8.4%	74.6%	74.0%	-0.6%
	<b>SWD</b>	26.5%	32.4%	5.9%	25.0%	35.0%	10.0%
<b>Cohort 2 - 1 year of implementation</b>	<b>SWOD</b>				72.6%	76.0%	3.4%
	<b>SWD</b>				5.3%	10.5%	5.3%

- The ISDE evaluation team believes that following the same students over time who are continuously enrolled in project schools is a better measure of project impact. Movement of students into and out of project schools annually strongly influences proficiency rates since student numbers are small, even at the cohort level. Therefore, an analysis of reading claim proficiency was performed only for students with disabilities who attended project schools in both third grade and fourth grade. To control for the relatively large decrease in percentage of students moving off the IDAA from 2018 to 2019, the ISDE evaluation team explored ISAT data by removing students from the analysis who took the IDAA in one year but not the following year or vice versa. The growth in reading proficiency of the same students over the two-year periods were compared to the state averages. Table 8 presents reading proficiency rates for the included students.
  - Cohort 1: Project installation began in 2017. Therefore, growth would not be expected to happen due to changes in explicit instruction practices until 2018 at the earliest. Notable growth was made by project students in Cohort 1 who had been in the project over a two-year period of coaching and explicit instruction implementation (3<sup>rd</sup> grade in 2018 and 4<sup>th</sup> grade in 2019). The reading proficiency rate for students who were in third grade in 2018 was 25%. This increased to 35% in 2019 when those same students were in fourth grade. This trend is not seen statewide, where reading proficiency was stagnant at around 38%. Proficiency of students without disabilities in Cohort 1 stayed around 74% from 2018 to 2019.
  - Cohort 2: Project installation took place in 2018, with 2019 being the first year of coaching and explicit instruction implementation. There was an increase in reading proficiency by 5% from third grade in 2018 to fourth grade in 2019. We expect growth to be greater after the second year of explicit instruction implementation, as is the trend with Cohort 1.
  - Cohort 3: Coaching and explicit instruction implementation begin in the 2019-2020 school year.

## 7. Scale-Up Planning

The SSIP expands each year by adding new districts from across the state to the work. Each cohort represents a mix of general and special education staff representing all three tiers of instruction. Currently, Idaho has fifteen school districts in all six educational regions of the state. Idaho has 173 school districts (Fall Enrollment <https://www.sde.idaho.gov/finance/>) with only seven districts educating over 10,000 students and 91 districts that educate under 500 students 3-21 years of age. Project districts vary in size from Chief Tahgee Charter School with 86 students enrolled to Idaho Falls School District with an enrollment of 10,213 students. Districts with higher enrollment often have more resources to support their instructional staff and participate in the SSIP work with a full district

implementation team that consists of a Special Education Director, two elementary principals, one instructional coach, two special education teachers, and one general education teacher. Small participating districts require implementation team members to act in multiple roles, e.g. Special Education Director is also the instructional coach. The expectation of the Project work is the same for all districts and the TA is differentiated to meet each district's individual needs.

## Principal Perspective

### Richard – Elementary Principal

*“During the transition and development of our reading program and the improvement to our student interventions Cultivating Leaders to Grow Young Readers has been a pivotal resource for our district.*

*We have developed a plan, utilized resources, and have been encouraged to continue the work by the GYR team. We know they are there and willing to help us stay on course even when our busy day to day may distract.*

*We are grateful they have been available and so helpful in keeping us in the business of helping students. Thanks Shannon & GYR Team”*

Annually, new districts apply to be part of the Project work. For SY 2019-20, five additional districts joined the Project work. This is the first year that three charter schools applied and were accepted into the Project. “Charter schools are free, public schools open to all students. Charter schools give parents the choice of sending their children to a school that uses innovative methods to provide quality education. A charter school is designed by a group of parents, educators, and/or community members and is mission-driven. They follow the same rules and regulations as public schools and participate in the same state-mandated assessments. Parents must apply to enroll their children in charter schools. Charter schools are operated by independent boards and are given permission to operate by an approved authorizer.” ([ISDE Chart School Statement January 2020](#)). One district dropped out of the project at the beginning of the SY 2019-20 due to the loss of their special education director, principal, instructional coach, and special education teacher. The loss of more than half of their district team resulted in the district's decision to exit the project.

The ISDE supports each district's efforts to scale-up and implement the Project's EBPs. Several districts initially identified specific grade levels or schools to participate in the Project. The Idaho Falls School District identified their kindergarten classrooms in two schools to participate during year-one of the Project. During the second year they rolled up to include kindergarten and 1st grade classrooms and this year the Idaho Falls School District added 2nd grade classrooms and another elementary school. This flexibility is essential for districts to participate in the project and scale-up as they build school and district capacity.

The Project supports two school districts with 1 – 499 students, four school districts with 500-1,999 students, eight school districts with 2,000-9,999 students and one school district with more than 10,000 students. Student enrollment is represented in Table 9. The

enrollment size of a school district is often related to the amount of resources and personnel that are available to students. Districts with fewer than 2,000 students require project personnel to act in multiple roles. Idaho differentiates the TA and PD offered to each district based on the staffing capacity and student population needs.

Table 9: Number of Project Districts by Student Population

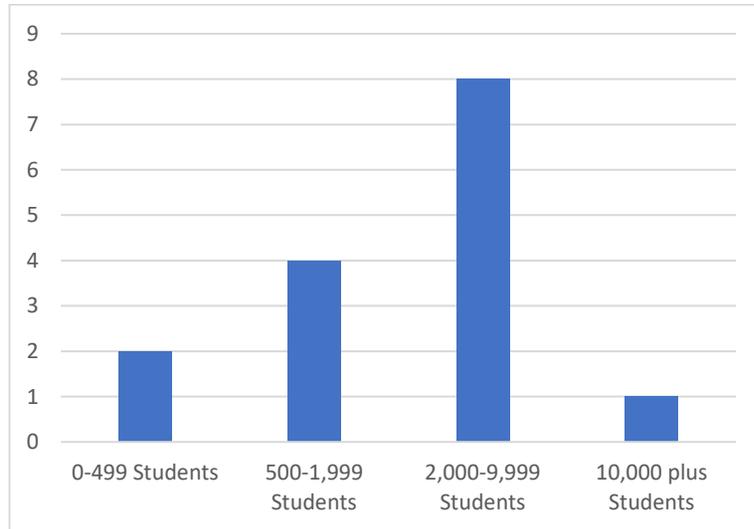
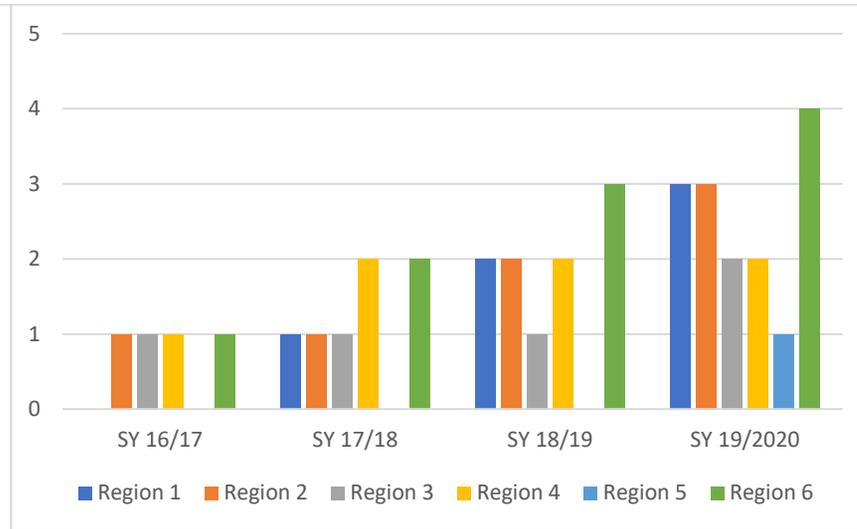


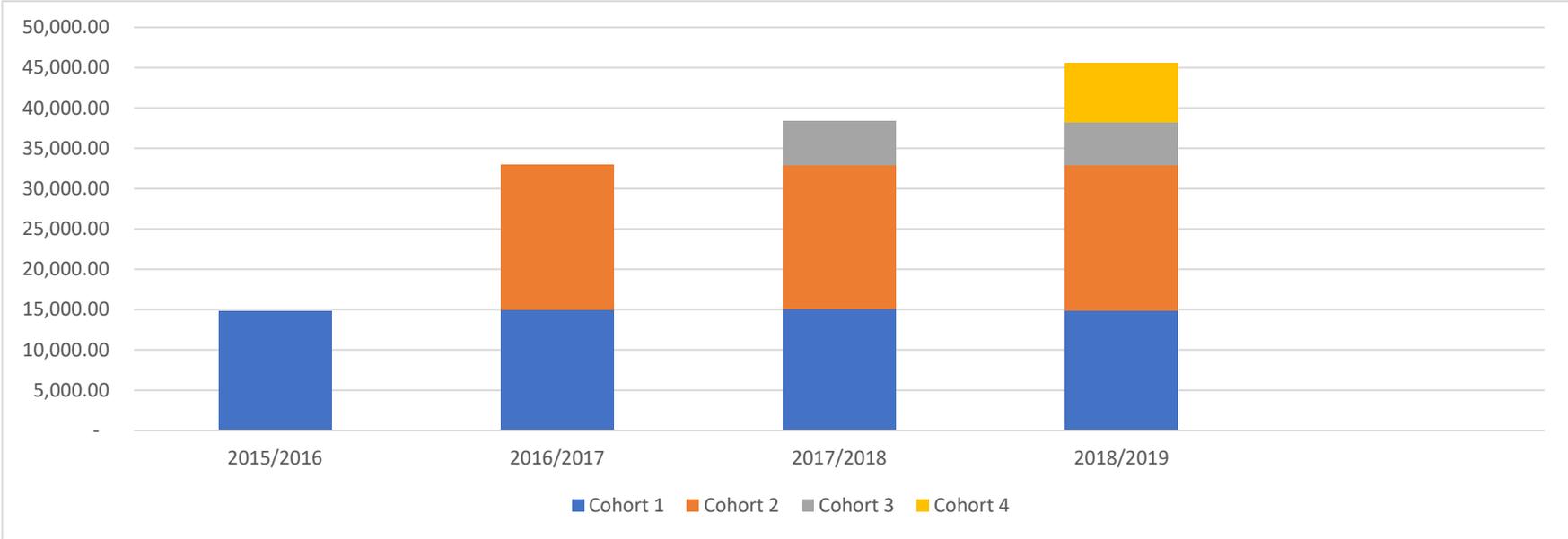
Table 10: Number of Project Districts by Educational Region



As represented in Table 11 the four cohorts represent small- to medium-size districts that have small numbers of students with disabilities in kindergarten through 4th grade.

Cohort 1:	4 districts	16,027 district-wide # students	1889 district-wide # students w/disabilities
Cohort 2:	3 districts	19,506 district-wide # students	2227 district-wide # students w/disabilities
Cohort 3:	3 districts	5,785 district-wide # students	828 district-wide # students w/disabilities
Cohort 4:	5 districts	7,788 district-wide # students	865 district-wide # students w/disabilities

Table 11: Number of Students in the Project by Year



### 8. Sustainability Planning and Considerations

The Project will continue all the activities that have been implemented to date. Table 12 describes improvement activities and their completion timeline recommended by Project stakeholders. Districts in Cohort 1 will complete their fourth year in the project at the end of this school year. Each district has requested ongoing support in the implementation of evidence-based practices. Districts will submit a PDSA identifying the specific supports they would like to receive and how the support will be used to sustain or scale-up implementation activities. The Leadership Team will review and evaluate the PDSA requests to determine what additional supports will be provided beyond Scale-Up, Year 4.

Table 12: Implementation Activities and Timelines SY 2020-21

Improvement Strategy	Activity	Timeline
Training	<ul style="list-style-type: none"> <li>• Explore possible methods of collecting high-quality PD data (use of videos to record trainings for review by an external professional, use of SESTA or ISDE staff as external observers)</li> <li>• Improve system for documenting training attendance information</li> <li>• Create a survey to disseminate to participants after TA calls</li> <li>• Clean up survey questions to make them less ambiguous, more specific to the trainings' learning objectives and to measure pre-post knowledge and skills gains whenever possible</li> </ul>	<ul style="list-style-type: none"> <li>• September 2020</li> <li>• September 2020</li> <li>• September 2020</li> <li>• September 2020</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>• Additional support of coaches through monthly or bi-monthly TA calls</li> <li>• Development of an annual satisfaction survey for instructional staff to provide feedback to coaches on their helpfulness and quality of their coaching.</li> <li>• Create a series of questions for coach/teacher pairs related to fidelity of instruction, use of student data to make instructional change, frequency, and intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>• September 2020</li> <li>• May 2020</li> <li>• September 2020</li> </ul>
Data	<ul style="list-style-type: none"> <li>• Develop a data collection system, automating data collection to improve data quality, quantity and timeliness.</li> <li>• Incorporate the use of interviews and focus groups and artifact analysis (coaching logs, PDSA, etc.) to collect qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>• September 2020</li> <li>• September 2020</li> </ul>
Performance Assessment	<ul style="list-style-type: none"> <li>• Evaluate the number of evaluation tools and project activities and eliminate those that are unnecessary (e.g. number of video submissions)</li> <li>• Provide district teams with a performance report twice annually</li> </ul>	<ul style="list-style-type: none"> <li>• September 2020</li> <li>• December 2020</li> </ul>
Communication to Stakeholders	<ul style="list-style-type: none"> <li>• Disseminate reports quarterly including infographics and videos on project activities</li> <li>• Create a communication plan on the dissemination of information related to the SSIP's implementation and evaluation activities</li> <li>• Develop tools and activities to increase the shared vocabulary and base-knowledge of the Project.</li> <li>• Update each stakeholder group on how their input was used</li> <li>• Elicit stakeholder input annually on progress toward full implementation of project Implementation Drivers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• September 2020</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>

## 9. Technical Assistance Needs for the Next Year

ISDE continues to utilize the expertise and TA of national services funded by OSEP, including the IDC, NCSI, new Evidence-Based Cross-State Learning Collaborative, NCIL, and materials created and distributed by the Center for IDEA Early Childhood Data Systems (DaSy). The expertise of these TA centers and the information disseminated by Grads 360 and OSEP TA calls, have proved essential for ongoing implementation and progress monitoring. ISDE is planning to apply for the next round of SPDG funding. ISDE plans to continue to access assistance, TA, tools, and materials in each phase of implementation of the SSIP.