

Department of  
**Education**

# State Systemic Improvement Plan

Phase III – 4

Tennessee Department of Education | April 2020



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## Summary of Phase III – 4 (Spring 2019 – Spring 2020)

For the Phase III – 4 report, information captured reflects the work done with the second cohort of participating districts (will be referred to as SSIP 2.0 districts). The SSIP 1.0 districts received support from department staff to ensure sustainability of the work they were engaged in from 2016-2018. The SSIP 2.0 districts began implementation of SSIP activities in the 2018-19 school year, with a focus on the first coherent improvement strategy of access to core instruction for students with disabilities (SWDs). During the 2019-20 school year, the focus shifted to the second coherent improvement strategy of ensuring special education is the most intensive intervention in a continuum of service model. For clarification purposes, Tennessee considers spring 2018 through spring of 2019 to comprise the SSIP Phase III – 4 reporting period.

### *Infrastructure Changes*

During the previous Phase III – 3 reporting period, a new governor was elected for the state of Tennessee, and a new commissioner of education was appointed. This new commissioner, Dr. Penny Schwinn, began her tenure in February 2019. Since then, several largescale infrastructure changes have taken place to support the department's new strategic plan, [Best for All](#). The division of Special Populations now falls within the office of Whole Child Supports to ensure alignment of the work to support the academic and non-academic needs of all students. Minimal changes were made to the division's infrastructure and none impacted the SSIP activities outlined in this report.

### *Implementation Activities*

#### **Spring 2019 – Strategy One: Access to Core Instruction**

At the conclusion of the 2018-19 school year, district facilitators in the 20 SSIP 2.0 districts completed the third of three workshops on the first improvement strategy: access to core instruction for students with disabilities (SWDs). The essential evidence-based practices (EBPs) for this first strategy for the spring workshop was differentiated instruction.

#### **2019-20 School Year – Strategy Two: Special Education in a Continuum of Service**

During the 2019-20 school year, the SSIP 2.0 districts began implementation of the second coherent improvement strategy: ensuring special education is the most intensive intervention in a continuum of service model. In Tennessee, the continuum of service model is Response to Instruction and Intervention (RTI<sup>2</sup>). The essential evidence-based practices (EBPs) for this second strategy included data-based decision-making informed by assessments and evaluations of student performance, and a multi-sensory approach to learning focused on instructional practices that improve student outcomes. Of paramount importance in the implementation of this strategy was highlighting the interplay

between both data-based decision-making and the multi-sensory approach for learning. Utilizing data effectively helps identify whether instructional practices are having the desired impact and what pieces of instruction should be adjusted/modified should anticipated results not be yielded.

### **2019-20 School Year – Strategy Three: Addressing Skill Deficits**

A great deal of work relative to the third improvement strategy of addressing student’s skill deficits through the writing of instructionally appropriate individualized education programs (IAIEPs) was embedded into the second improvement strategy. In particular for IAIEPs, the department had districts focus on the writing of effective narratives, present levels of performance, and goals that truly support students in their areas of need. File reviews were completed in the fall of 2019 to assess improvement in the quality of individualized education programs (IEPs) in the SSIP 2.0 districts.

#### *Evaluation Activities and Data*

##### **Spring 2019 – Strategy One: Access to Core Instruction**

The department analyzed training participant responses, classroom observations, and universal screening data to evaluate the impact of strategy one. There was a great deal of teacher and supervisor participation in the work across the 20 districts, with overwhelmingly positive feedback yielded from these district staff. In addition to survey responses from participants, classroom observations were conducted to evaluate fidelity of implementation of the interventions and EBPs included in strategy one. Over the course of the 2018-19 school year, 291 teachers received two observations, three to six months apart, using a differentiation inventory. Encouragingly, 61.8 percent of the 291 observed educators received scores in the top three quartiles of scores upon their second observation, which can be regarded as having met fidelity requirements.

*“Continued training opportunities throughout the year are very beneficial. Teachers can immediately return to the classroom and apply new learning.”*

##### **2019-20 School Year – Strategy Two: Special Education in a Continuum of Service**

The SSIP 2.0 districts began implementation of the second strategy during the 2019-20 school year. As of March 2020, most districts were conducting or preparing to conduct their spring workshops on this strategy. Data on fall and winter workshops have been aggregated, with largely positive responses being received from training participants. In addition to survey data, some preliminary classroom observation data is also available. To date, 127 teachers received two observations using the intervention observation rubric between three to six months apart. For these 127 educators, 35.4 percent of increased to a higher quartile in the second observation (37.8 percent were in the top quartile for the first observation), and 93.6 percent of educators observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.

### 2019-20 School Year – Strategy Three: Addressing Skill Deficits

The SSIP 2.0 districts also received training, guidance, and support from state staff regarding the third improvement strategy during the 2019-20 school year. To evaluate the impact that such support relative to the writing of instructionally appropriate IEPs (IAIEPs) might have on districts, the department conducted baseline file reviews in the 2018-19 school year. Across the eight IEP content areas for the files sampled, there was an average score of 64.91 percent of records meeting or exceeding expectations. The highest scores were assigned for testing accommodations, accommodations and modifications, and services. Follow up reviews were conducted on 540 records in the fall of 2019 to measure progress on the quality of IAIEPs. There was an average increase of 8.55 percent in the percentage of student records being considered meeting or exceeding expectations in each of the reviewed areas.

### State-identified Measurable Result (SiMR)

In Phase I, Tennessee identified a SiMR of **increasing by three percent annually the percent of students with a specific learning disability (SLD) in grades 3–8 scoring at or above basic on the statewide English/language arts (ELA) assessment**. Evaluation activities were developed by the department to track progress toward and achievement of this ambitious but achievable goal.

The 2017-18 assessment results, compiled in the fall of 2018-19, was the baseline SiMR data for the SSIP 2.0 districts. While the state does not anticipate seeing the desired improvements in assessment data until both years of the SSIP strategies have been implemented, the department evaluated the assessment data for the 2.0 districts again in the 2018-19 school year, compiled in the fall of 2019-20. In assessments conducted in the 2017-18 school year, 39.75 percent of students with an SLD in grades 3-8 scored at or above *Approaching* on the statewide ELA assessment. For the 2018-19 school year, 40.44 percent of students with an SLD in grades 3-8 scored at or above *Approaching* on the statewide ELA assessment. This was an increase of 0.69 percent, and thus the target of a three percent increase was not met. However, the data are moving in a positive direction.

### *Changes to Plan*

No changes to the plan, other than some slight content adjustments to strategy two, took place during Phase III – 4.



## Implementation

In Phase I<sup>1</sup> and Phase II<sup>2</sup> of the SSIP, the state developed a SiMR—**increasing by three percent annually the percent of students with an SLD in grades 3–8 scoring at or above basic on the statewide ELA assessment**—and three coherent improvement strategies to help achieve this goal. While some timelines and content have shifted throughout the implementation of the SSIP over the last three years, the overarching broad theory of action has remained the same (see Figure 1.1).

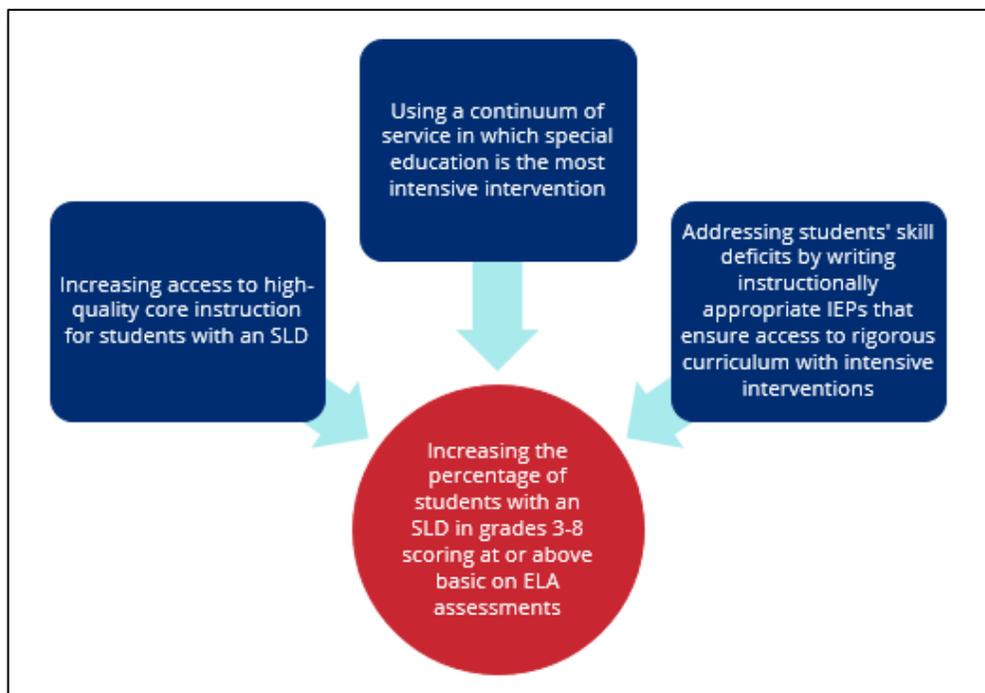


Figure 1.1. The broad theory of action from Phase I.

Over the 2016-17 and 2017-18 school years, the coherent improvement strategies outlined in Figure 1.1 were implemented for the initial cohort of 30 school districts (“SSIP 1.0”) selected to participate in the work through a competitive application process. In the 2016-17 school year, implementation of SSIP activities began with the first coherent improvement strategy of increasing access to high quality core instruction for students with an SLD. The 2017-18 school year saw some attrition in SSIP 1.0, with two districts electing to withdraw from the cohort due to their own internal infrastructure challenges.

<sup>1</sup> See SSIP Phase I (“Attachment 1—SSIP Phase I”) report. This attachment is available under the “Phase 3 SSIP” tab in GRADS 360 and on the state special education data page found [here](#).

<sup>2</sup> See SSIP Phase II (“Attachment 2—SSIP Phase II”) report. This attachment is available under the “Phase 3 SSIP” tab in GRADS 360 and on the state special education data page found [here](#).

During this 2017-18 school year, the remaining 28 participating districts implemented the second coherent improvement strategy of ensuring special education is the most intensive intervention in a continuum of service model. Throughout both the 2016-17 and 2017-18 school years, the third improvement strategy of writing instructionally appropriate IAIEPs to address students' skill deficits was also employed. Specific attention was given to this third strategy especially in the 2017-18 school year, as the second improvement strategy had many opportunities to naturally link the work across the two work streams. During 2018-19, SSIP 1.0 districts continued utilizing the coherent improvement strategies and expanding the work to additional schools across the districts.

The 2018-19 school year (Phase III-3) marked the addition of a new cohort of participating school districts. In this 2018-19 school year, 20 districts were selected to participate in the work through the same competitive application process utilized for SSIP 1.0 districts. Initial train-the-trainer sessions for district-level facilitators and supervisors began for the SSIP 2.0 districts in the summer of 2018. These facilitators are responsible for redelivering the content in their school districts in three full-day trainings in the fall, winter, and spring and four one-hour communities of practice throughout the year.

During the 2019-20 school year (Phase III – 4), the SSIP 2.0 districts implemented the second coherent improvement strategy of ensuring special education is the most intensive intervention in a continuum of service model. Throughout the 2018-19 school year, the third improvement strategy of writing instructionally appropriate IAIEPs to address students' skill deficits was also employed.



### ***Changes to Implementation Timeline***

The SSIP timeline was last updated in the 2017-18 school year (see Appendix section "[Revised Detailed Implementation Plan](#)"), and this same timeline has remained intact for activities in the 2018-19 school year and is anticipated to remain in effect moving forward.



### ***Implementation Activities***

For Phase III – 4, implementation activities have been primarily focused on the deployment of strategy two. Strategy three is employed as well, but is in many ways embedded in the second strategy to ensure that improvement in intervention correlates to improved evaluation of students' performance and development of effective, measurable goals. To date, the expected timelines for implementation activities have been met.

### ***Department Infrastructure Improvements***

The department infrastructure that has been fleshed out over the last two years of implementation of SSIP activities have remained intact. The same leaders are managing the SSIP work at the department level and are coordinating the efforts and priorities of the regional support teams that were established to assist districts in the eight regions of the state. Having regional staff in place ensures

districts have a direct contact with the department, enhances the sustainability and efficacy of the work, and allows districts to understand the connection of this work to other general and special education initiatives.

The executive director of special populations continues to organize and map the work division-wide, and particularly around the SSIP. In addition, the executive director has continued to serve as the SPDG project manager to ensure the funds provided through the SPDG continue addressing the plans outlined in the SSIP and the SiMR. Additional information about the flow of support in the established infrastructure of the department and in the scope of the SSIP can be found on page 16 of the Phase III – 1 report.<sup>3</sup>

### ***Implementation of Strategy One: Access to Core Instruction***

In the summer of 2018, a train-the-trainer event was hosted in Franklin, Tennessee. Participating SSIP 2.0 districts selected a district facilitator and co-facilitator (a supervisor) who attended the week-long session to receive training and modeling on the professional development content created for this first strategy. District facilitators utilized the training materials provided at the train-the-trainer summer event to support their district staff in three full day training sessions. Given the importance and breadth of the content being covered in these workshops, communities of practice (CoPs) developed by the department were also provided to district facilitators. The CoPs serve to provide opportunities for practical application and for examining barriers and solutions for changing practice.

In the spring of 2019, the final workshops hosted for strategy one (year one) by facilitators in participating districts concluded. The spring workshops focused on differentiation. Educators built knowledge and skills to differentiate, not modify, for variances in students' readiness, interests, and learning profiles.

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<sup>3</sup> See Appendix for "[Flow of Supports](#)" chart

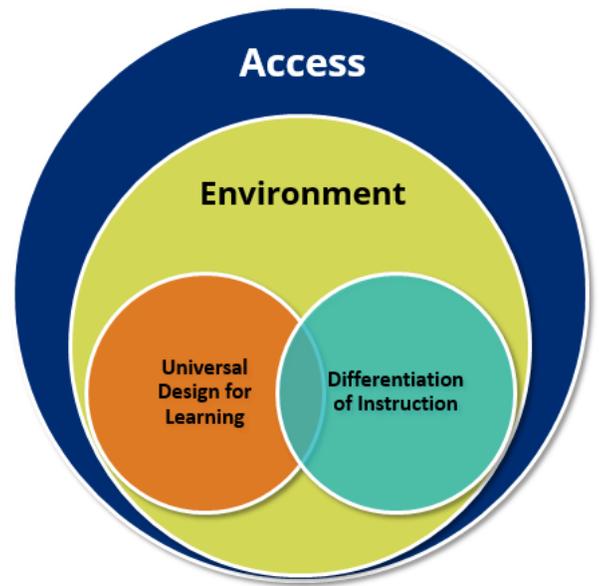
### *Evidence-Based Practice: Environment*

For a student to truly have access to core instruction, there must be a positive environment established to effectively support students and research contends that both emotional support<sup>4</sup> and classroom climate<sup>5</sup> – which the department groups under the umbrella of “environment” – have the capacity to yield improved student outcomes. Figure 1.2 provides a visual of how the department envisions the interplay of environment and the other EBPs for this coherent improvement strategy of access to core instruction.

For the SWDs particularly addressed in Tennessee’s SiMR – students with an SLD – core instruction should be a part of a student’s least restrictive environment given that appropriate interventions and supports should make access to core instruction in the general education setting a viable option.

### *Evidence-Based Practice: Universal Design for Learning*

Universal design for learning (UDL) was one of the initial EBPs employed to address this first improvement strategy. Work with this EBP has continued, in conjunction with additional training on the EBP of environment, as a positive environment is essential for UDL strategies to be successful. Trainings around this EPB have focused on ensuring students have the appropriate scaffolds and infrastructure in place to succeed in the classroom. UDL centers on the principles of effective learning: engagement, representation, and expression. When learning environments are universally designed, “fairness” is defined as “every student getting what he/she needs”, rather than “every student gets the same.”



**Figure 1.2.** The three EBPs that address the coherent improvement strategy of access to core instruction.

<sup>4</sup> Robert C. Pianta, Karen M. LaParo, and Bridget K. Hamre, *Classroom Assessment Scoring System™: Manual K-3* (Baltimore, MD: Paul H Brookes Publishing, 2008).

<sup>5</sup> Alan McLean, *The Motivated School* (London: SAGE Publications Ltd., 2003).

### *Evidence-Based Practice: Differentiation of Instruction*

Differentiation and scaffolding of instruction serve as an excellent complement to the EBP of UDL (see Figure 1.2). Differentiation of instruction encourages educators to respond to variance in students and their learning styles within the classroom to help them succeed.

The use of accommodations and modifications for SWDs was one of the major focal points of the revisions to trainings on differentiation of instruction. This was done to ensure districts adequately understand that fair does not necessarily mean equal; SWDs may require additional supports and services to best access core instruction. This contention lies at the very heart of this EBP – it prioritizes that instruction must be differentiated for students, and such differentiation can vary in content, process, and product from student to student.

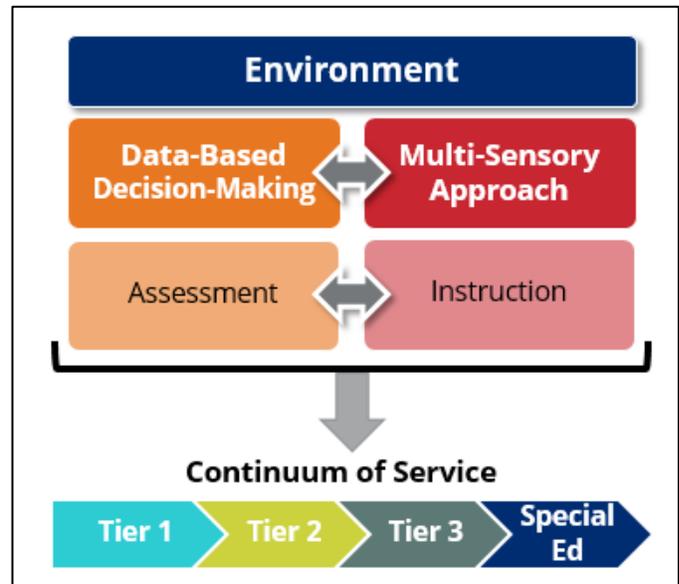
### *Implementation of Strategy Two: Special Education in Continuum of Service*

In the summer of 2019, a train-the-trainer event was hosted in Franklin, Tennessee. Participating SSIP 2.0 districts selected a district facilitator and co-facilitator (one from general education and one from special education) who attended the week-long session to receive training and modeling on the professional development content created for the second strategy. These training sessions were extremely interactive, with participants given the opportunity to practice and glean feedback on their presentation of the activities and practices developed. Attendees were equipped with all needed materials (binders, handouts, slides, notes, guidance documents, tactile activities, and facilitation guides) to take back to their schools, where district facilitators would lead workshops for educators in participating schools.

To date, most districts' facilitators and supervisors have conducted their fall and winter workshops. At these sessions, the facilitators utilized the training materials provided at the train-the-trainer summer event to support their district staff. Given the importance and breadth of the content being covered in these workshops, communities of practice (CoPs) developed by the department have also been provided to district facilitators. The CoPs serve to provide opportunities for practical application and for examining barriers and solutions for changing practice.

### *Evidence-Based Practices: Multi-Sensory Approach and Data-Based Decision-Making*

These EBPs have been grouped together, as they are innately intertwined. As shared in Phase III – 2, both inform one another, as do their sub-practices (instruction for a multi-sensory approach and assessment for data-based decision-making). The materials developed for strategy two were focused heavily on utilizing a multi-sensory approach to educate and support SWDs, partially informed by the research findings of Orton-Gillingham and Lindamood-Bell. Figure 1.3 reflects the revisions to this second strategy that took place Phase III – 2, in which special education remains the most intensive intervention in the continuum of service model.



**Figure 1.3.** The revised EBPs developed in Phase III – 1 that address the coherent improvement strategy of providing special education interventions in a continuum of service.

### *Implementation of Strategy Three: Addressing Skill Deficits*

In many ways this strategy has been imbedded in the scope of work for strategies one and two, with some revisions to district trainings. Much of the work done in strategy two's implementation over the 2019-20 school year incorporated core values of this third strategy – namely development of appropriate present levels of performance to inform measurable annual goals, which point toward student specific progress monitoring. The train-the-trainer events and facilitator-led workshops have served as effective venues to support this strategy and its chief EBP of writing IAIEPs.

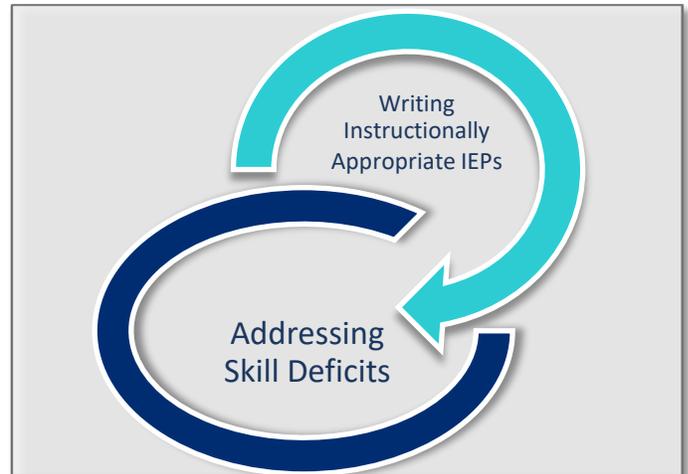
### *Evidence-Based Practice: Writing of Instructionally Appropriate IEPs (IAIEPs)*

As noted in previous SSIP reports, this EBP has been implemented in several waves over the last several years. To assess the quality of the IEPs being developed in the 2.0 districts, the department conducted a baseline sampling of IEPs for three percent of the students (or a minimum of three students) with an SLD (269 student records). The department completed a robust follow-up sampling

of IEPs in these districts in the fall of 2019 to measure progress in the development of IAIEPs subsequent to trainings received by these districts over the previous year. For this follow-up review, five percent of the students (or a minimum of three students) with an SLD had IEPs sampled (540 student records).

Members of the division of special populations conducted reviews utilizing a defined rubric<sup>6</sup> that has been augmented and become more thorough over various iterations since Phase II. This rubric continues to measure the quality of

IEPs for specific sections of the document, and the review allowed the department to identify concerning trends in writing IEPs, particularly regarding both the data collection and writing of present levels of performance and measurable annual goals. To address these prominently weak areas of the IEPs sampled throughout the SSIP 2.0 districts, these sections of the IEP became a major focus of the work done in strategy two in the 2019-20 school year.



**Figure 1.4.** The EBPs for the coherent improvement strategy of addressing students' skill deficits.



## Outputs

Over three years of implementing SSIP activities in Tennessee, a great deal of progress has been made toward the different steps and activities outlined in the detailed theory of action.<sup>7</sup> In this theory of action, phases of “promote,” “provide,” “produce,” and “assess” are outlined, delineating the pieces necessary to achieve the SiMR (the “achieve” phase in the theory of action). These phases each were carefully planned to develop outputs, such as training materials, professional development sessions, and frameworks/content to address the three coherent improvement strategies.

In the 2019-20 school year, the department began the promotion of the second coherent improvement strategy for SSIP 2.0 districts, special education in a continuum of service, and specifically for students with an SLD. To promote this work, the department has provided staff within the participating districts and their schools trainings that will assist with truly developing an effective model by which students with an SLD can meaningfully access increasingly intensive interventions.

<sup>6</sup> A state-developed rubric, *High-Quality IAIEP Development*, can be found [here](#).

<sup>7</sup> See Appendix for “[Detailed Theory of Action](#)” (page 49).

The high-quality professional development produced by the department ensures that the activities outlined in trainings do not dissipate when educators and school leaders return to their schools. Consistent reinforcement of the work through the modes of follow-up workshops, CoPs, and refined materials/resources ensures that staff continue to integrate this strategy and its EBPs into the classroom. The final two phases in the detailed theory of action – “assess” and “achieve” are discussed further in the [“Data on Implementation and Outcomes”](#) and [“Progress Toward Improvements”](#) sections.



### ***Stakeholder Involvement in Implementation of the SSIP***

The department has continued to engage and solicit feedback from stakeholders during implementation of the SSIP in both the 1.0 and 2.0 districts. A broad array of stakeholders has received information on the progressing work, including: special education supervisors, educators, legislators, district administrators, advocacy groups, and the Governor’s Advisory Council for the Education of Students with Disabilities (Advisory Council). The latter organization represents parents of students with disabilities, individuals with disabilities, educators, and student and parent advocates.

For the SSIP to be effective, diverse perspectives and input are necessary to constantly revisit the plan and adjust as needed. Sometimes when entrenched in work, department staff may develop a more myopic lens as staff must operate in the nuanced weeds of the work. Allowing for opportunities to receive feedback and suggestions from a broad array of people across the state aids staff in pulling back from the details to see overarching successes and areas for improvement.

### ***Communication on Implementation***

Information has been shared publicly through a variety of modes. Written communications and briefs have been posted to state websites and communicated through various internal and external newsletters. In addition, partners in the work like the Tennessee Support and Training for Exceptional Parents (STEP) organization have made content of the plan available to families and provided resources about the progress implementing the work over the last four years. The department has also presented at regional and statewide conferences targeted at educators and district administrators. These presentations have afforded the opportunity for department staff to respond to questions and solicit feedback. For parties unable to attend these conferences, such as parents or advocacy groups, the department has maintained connections through written communications and in-person meetings, like the Advisory Council, which is open to the public.

### ***Partners in Education (PIE) Conference***

In January 2020, the executive director of special populations presented two highly interactive conference sessions to a wide-range of stakeholders including general educators, special educators, and administrators. These sessions, aligned with strategy one, focused on building awareness of the

impact of teacher behavior and communication on student learning and outcomes, understanding that student safety and belonging impact learning. An additional session focused on the benefits and commitments of being a SPDG district. The session's aim was to help participants understand the process to apply for the next cohort to continue to expand this work across Tennessee, and included a one-page infographic displaying the first two cohorts' successes to date.

### *Governor's Advisory Council for the Education of Students with Disabilities*

In April 2019, the director of data services led a summit with members of the Advisory Council to engage in meaningful conversations about the work completed thus far as well as the impending implementation slated for the 2019-20 school year.

The department shared information about the data gathered and evaluated, relative to the second improvement strategy. Having the fresh eyes of stakeholders reviewing these data helped department staff see additional connections and identified areas where further investigation or review might be necessary. Questions specific to data analysis and opportunities for feedback were:

- Based on the data, what further questions do you have?
- What does the data tell is working or could be improved?
- Do you feel we are being responsive to data and feedback?

### *Written Communication*

While presenting on information relative to the SSIP is incredibly valuable and offers a unique opportunity to directly interact with and learn from stakeholders, the department has made it a priority to communicate information relative to this work through additional written methods. The department releases two biannual updates about the SSIP and its activities. The reports are released in the fall and spring and detail data aggregated from previous implementation cycles, and ongoing progress and trainings in the current implementation cycle. These brief updates are published in multiple forums, including the department's data services website for special education,<sup>8</sup> the biweekly Commissioner's Update for Directors, and the biweekly Special Education Directors' Update.

### ***Stakeholder Decision-Making on Implementation of the SSIP***

Success of the SSIP is contingent upon not just the communication methods outlined in the above "[Communication on Implementation](#)" section, but also on the availability of feedback loops. At presentations, feedback was provided verbally from attendees/participants and recorded for reference. In addition, the department has maintained comments and feedback from both the

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<sup>8</sup> The Data Services Team website can be found [here](#).

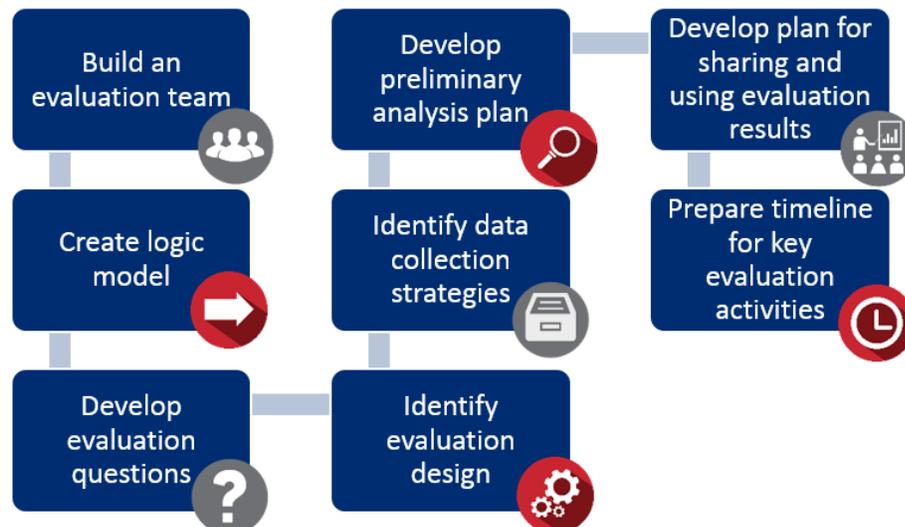
attendees of trainings on SSIP activities and the district facilitators who may see challenges or opportunities for improvement relative to the content.

The director of data services and the executive director of special populations will lead a new SSIP summit at an upcoming Advisory Council meeting. During this session, the executive director of special populations will provide examples of the activities developed for the strategy one trainings held in the SSIP 2.0 districts. Advisory Council members and other advocates and stakeholders in attendance at this meeting will provide feedback by responding to a series of questions and participation in round-table conversations. The summit will be filmed and made available on the department's website for public viewing.<sup>9</sup> Results of this meeting will be compiled and shared in the spring/summer biannual SSIP update.



## Data on Implementation and Outcomes

The robust implementation and evaluation plans developed by the department in Phase I and Phase II have served as foundational tools to assess progress toward meeting the SiMR during the SSIP's implementation phase. While slight modifications have been made to some of the measures employed to assess progress in the evaluation plan, on the whole it has remained relatively intact. Interim methods of assessment, including short-term outputs and key measures to determine whether a plan is being implemented with fidelity and is yielding progress toward the desired result, are essential to successful evaluation plans. In Phase III – 1, the department created an evaluation process (Figure 2.1). It was designed to be as comprehensive as possible, covering the initial steps of developing an evaluation team and logic model to guide work as well as the more intermediate steps that include collecting data and developing evaluation activity timelines.



**Figure 2.1.** The steps completed to develop the evaluation process for the SSIP.

<sup>9</sup> The Advisory Council for the Education of Students with Disabilities website can be found [here](#).



## ***Measuring Effectiveness***

As specified in Phase III – 2, ensuring that the SSIP is being implemented appropriately and consistently is of paramount importance. To measure the effectiveness of implementation and assess whether intended outcomes are achieved, the department has ensured:

- Evaluation measures are aligned to the theory of action
- Clear data sources are specified for each measure of performance
- Baseline data are collected and will be consulted for measures of performance
- Sampling procedures are specified
- Planned data collection procedures, comparisons, and timelines are in place
- Analytical procedures that will assess progress toward goals are selected.

Alignment with the theory of action relative to implementation and outcomes data has continued as anticipated through Phase III – 4.

### ***Baseline Data***

The outcomes evaluation questions and their specified measures, as well as the SiMR, all have traditional baselines upon which to assess improvement. This is not the case for all the process evaluation questions, as seen in the, questions 1, 1.a, 6, 6.a, and 11, which report counts and/or are compliance-based rather yielding data upon which to meaningfully measure change. The remaining process evaluation questions have more traditional baselines available to measure short-term outcomes, intermediate outcomes, and growth. These baselines will serve as reference points by which to evaluate success of SSIP coherent improvement strategies and their EBPs throughout Phase III – 4. Given the timing of this report, the baseline data will straddle two different school years and two different improvement strategies. Data for the spring of 2019 represent SSIP 2.0 districts implementing strategy one. Data for the fall and winter of 2019-20 represent SSIP 2.0 districts beginning implementation of strategy two.

### ***Baselines for Key Measures***

The key measures that will address the fidelity of implementation outlined in the process evaluation questions and both outcomes evaluation questions are crucial to assess whether the implementation of coherent improvement strategies and their EBPs yield the desired results. Descriptions of the baseline data for these key measures are listed below by improvement strategy. The information

provided below reflects the baselines for these measures for the SSIP 2.0 districts. Additional details on the data referenced can be found in the ["Evaluation Data Table."](#)<sup>10</sup>

- **Strategy One: Increasing Access to Core Instruction**

Two key measures have been identified for this strategy, as reported in Phase III – 1 and Phase III - 2: are staff who participated in trainings on access to core instruction implementing interventions with fidelity (questions 5) and what is the change in the percent of students with an SLD in the general education setting 80 percent or more of the day (question 14). More information about these questions can be found in the ["Evaluation Data Table"](#). Question 5 addresses the fidelity of implementation of this strategy and its EBPs in the participating classrooms. For SSIP 2.0 districts, evaluation of fidelity of implementation was conducted using the differentiation inventory rubric. Special education supervisors conducted these observations and fidelity checks. As a baseline for this measure, 70.2 percent of the teachers observed two times received scores in the top three quartiles, which can be regarded as having met fidelity requirements.

Question 14 addresses improvement in the percent of students with an SLD who have access to core instruction for 80 percent or more of the day. Collection of baseline data for SSIP 2.0 districts came from the federal IDEA census report pulled on Dec. 1, 2017. As a baseline for this measure, 80.72 percent of the students with an SLD were in the general education setting 80 percent or more of the day. A comparison pull was completed in May 2019 to assess change from the baseline data pull to the spring after trainings on access were completed. This data pull indicated that 85.04 percent of students with an SLD were served in the general education setting 80 percent or more of the day, an increase of 4.32 percent.

- **Strategy Two: Special Education in a Continuum of Service**

Two key measures have been identified for this strategy to measure progress in implementation and progress toward the SiMR. The process evaluation question number 10 addresses the fidelity of implementation of this strategy and its EBPs in the participating classrooms. As a baseline for this measure, data was captured in fall 2019. 61.8 percent of the teachers with a first observation received scores in the top three quartiles.

- **Strategy Three: Addressing Skill Deficits**

The process evaluation question number 13 addresses the fidelity of implementation of this strategy and its EBP in the participating classrooms. For strategy three to be meaningful and

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<sup>10</sup> See Appendix for ["Evaluation Data Table"](#) (page 62).

produce the anticipated improved results in educational setting and student outcomes, the implementation must be completed with efficacy to inspire confidence in data. In the fall of 2018, content experts in the division of special populations conducted baseline quality reviews of SSIP 2.0 IEPs. The department then completed a robust follow-up sampling of IEPs in these districts in the fall of 2019 to measure progress in the development of IAIEPs subsequent to trainings received by these districts over the previous year. Details on this progress can be found in the "[Outcomes](#)" section on page 28.

### ***Sampling Procedures***

To address the process evaluation questions in the "[Evaluation Data Table](#)" relative to strategies one and two, information will be predicated on the responses of those participants in the SSIP 2.0 districts. For strategy three, data for the relevant process evaluation questions were aggregated for 2.0 districts in fall 2019 surveys.

Evaluation of the writing of IAIEPs for strategy three was conducted through the sampling of students with an SLD in 2.0 districts. IEPs for three percent of the students with an SLD (or a minimum of three student records) in each of the 20 2.0 districts' were pulled in the fall of 2019 (269 student records), For the follow-up review, five percent of the students (or a minimum of three students) with an SLD had IEPs sampled (540 student records) to evaluate progress on IEP quality in the 8 evaluated areas of IEP development.

The assessment data for the 2018-19 school year, from the sampled 20 SSIP 2.0 districts, was used to address the final evaluation question (number 16), which is the SiMR. This data was compared to the 2016-17 school year's assessment data to determine growth and progress toward the SiMR. The same assessment data for the 2017-18 school year served as the baseline information for the SSIP 2.0 districts. Progress toward the SiMR was assessed in April 2020, using assessment data for the 2018-19 school year to determine performance growth for this second cohort. There have been no changes to the sampling procedures for any of the outcomes evaluation questions/key measures since those outlined in the Phase III – 2 report.

### ***Data Collection Procedures, Timelines, and Comparisons***

No changes. For information on the collective procedures, timelines, and comparisons, please review Table 2.b on page 46 of Phase III – 1.

### ***Data Management and Analysis***

No changes. For more information on data management and analysis practices, including the staff responsible for conducting such work, please see page 58 of Phase III – 1.



## ***Demonstrating Progress and Making Modifications***

A broad array of data was captured over the 2018-19 and 2019-20 school years to assess progress toward outcomes evaluation questions and the SiMR. These data have assisted in informing where modifications or improvements should be made to the SSIP. Data on strategy one for the SSIP 2.0 districts were aggregated in the summer of 2019, and baseline data was captured throughout implementation of strategy two for the SSIP 2.0 districts in the 2019-20 school year.

### ***Review of Data Collected***

The department has made a concerted effort to review the wide breadth of data captured throughout implementation of the SSIP. Having both procedural and outcomes-based evaluation questions has made it possible for internal staff to get preliminary feedback and intermediate results about the progress of the work and its impact on student outcomes. Based on the data yielded, the department has been able to identify areas for improvement and adjustment within the SSIP. The information below is broken out by strategy, and covers the period since the last SSIP submission (April 2019) and March 2020.

#### ***Strategy One: Access to Core Instruction***

Supplemental surveys sent after trainings were used during the 2018-19 school year to evaluate participants' understanding of the content provided, their confidence in their ability to implement strategies and activities learned, and whether they felt prepared for next steps. Capturing these data to answer the process evaluation questions allows department staff to identify specific areas in which educators/school staff might be struggling. In response to some of the feedback gleaned through these surveys, particularly regarding preparations for next steps, the department has revised content for the next cohort of districts to begin this summer.

Observation data and educational environment data were also reviewed for SSIP 2.0 districts their first year of implementation. The observation data was provided at different intervals during the 2018-19 school year for department staff to evaluate fidelity of implementation of the strategies and activities provided. In addition, educational environment data was reviewed to see changes in the placement of students with an SLD. Given that this first strategy focuses on access, the department anticipates seeing an increase in the percent of students spending a large portion of their school day in core instruction. More information about these two more outcomes-based evaluation questions can be found in the "[Outcomes](#)" section on page 28.

#### ***Strategy Two: Special Education in a Continuum of Service***

In Phase III – 2, the data source for evaluation question 15 was changed to look specifically at universal screening data for participating districts. This data will be collected in May of 2020 for current 2.0

districts. The department has developed a method by which to evaluate progress across different universal screeners and communicating the need for this data with participating districts. To address concerns about different universal screeners providing different data for districts, the department developed a more fundamental metric in which progress was assessed at the district level, and categories of “increase,” “decrease,” or “same” were used to see change in universal screener data, rather than more nuanced data that might be tool-specific. This same methodology was employed for the SSIP 1.0 districts in the 2017-18 school year.

### *Strategy Three: Addressing Skill Deficits (SSIP 2.0 Districts)*

As delineated under the [“Baseline Data”](#) section on page 17, data were gathered in the fall of 2019 to address the key measure identified for this strategy: process evaluation question 13. Content experts in the division of special populations conducted reviews of 540 total student files in 2019 for SSIP 2.0 districts.

Based on the baseline file reviews for the SSIP 2.0 districts, the content areas of narratives, present levels of performance, and goals had the lowest scores on the state-developed IAIEP rubric. To address, the department made a more concerted effort in the 2019-20 school year to address these content areas in support around this third strategy. The efforts to improve the quality of IEPs in these content areas contributed to a notable increase in the percent of records meeting or exceeding expectations based on comparison file reviews for the SSIP 2.0 districts. More information about this change in scoring on content areas can be found in the [“Outcomes”](#) section on page 28.

### *Changes to Baseline Data*

No changes in the Phase III – 4 report.

### *Changes to Implementation and Strategies*

No changes in the Phase III – 4 report.



### ***Stakeholder Involvement in Evaluation of SSIP***

Throughout the development of the SSIP, the department has made a concerted effort and utilized a range of strategies to involve as many stakeholders as possible throughout the state in two-way communication around evaluation of the SSIP. Engagement strategies have included conferences, presentations, written communications, surveys, and posting information on the department’s website. Many of the evaluation questions and metrics ultimately included in the SSIP were suggested by stakeholders in various forum. Thus, these same stakeholders will be crucial for effective evaluation of the SSIP.

Stakeholders have received information about the SSIP evaluation through means like those outlined in the [“Stakeholder Involvement in Implementation”](#) section. Such communication is vital to ensure that stakeholders are not just aware of the strategies and progress in implementation of the SSIP, but that they are cognizant of the results of implementation. In addition to reports of these evaluation activities and key measures, the department will also solicit feedback from stakeholders so they can be active in decision-making for ongoing evaluation. Below are planned communications with stakeholders that have been developed to-date. This is not comprehensive, and as information is received from these groups and the SSIP evaluation team, there may be other opportunities and venues by which stakeholders could be reached.

### *Advisory Council Presentations*

The [“Communication on Implementation”](#) section provided information about the department’s half-day SSIP summits held at the April quarterly Advisory Council meetings for the last three years. These summits have been and continue to be designed to provide the Advisory Council with updates about the content developed for trainings on the three coherent improvement strategies, the status of implementation of the work outlined in the SSIP, the opportunity to discuss and unpack data resulting from the implementation of the SSIP, and to ultimately provide a forum for the Advisory Council to provide feedback on the SSIP as a whole. In April 2019, the executive director of special populations and the executive director of data services led a summit with members of the Advisory Council to engage in meaningful conversations about the work completed thus far as well as the impending implementation slated to begin in Phase III – 4 (2019-20 school year).

As outlined in the [“Communication on Implementation”](#) section, the department shared the content used in trainings related to SSIP strategies and EBPs and the status of implementation of the work. In the summit in April 2019, information about the data gathered and evaluated, relative to this second improvement strategy, was also shared. Having the fresh eyes of stakeholders reviewing these data helped department staff see additional connections and identified areas where further investigation or review might be necessary.

In an upcoming Advisory Council meeting, the executive director of special populations and the executive director of data services will host a third SSIP-specific summit to provide updates to Advisory Council members about final data yielded from the SSIP 2.0 districts in the 2019-20 school year, and then the upcoming activities for the SSIP 3.0 districts. Data to be shared will include survey responses from participants, observation data, changes in scores on IEP file reviews from year-to-year, and progress toward the SiMR. The Advisory Council will have the opportunity to weigh in on these results, note any concerns they might have, and offer suggestions regarding the plan and its evaluation. The department recognizes that this plan is fluid and that stakeholders may have insight and acumen that may require enhancements or adjustments to the work.

### *Special Education Supervisors Presentations*

The department engaged special education supervisors in conversations about the evaluation of the SSIP at an annual conference held in the fall of 2019. Sharing information about the progress of this work raises awareness in the education community about the successes of the work being implemented through the SSIP. The department shared comprehensive information about the implementation process for the SSIP 2.0 districts, provided some lessons learned, and discussed with supervisors the scalability of the work and where they see opportunities for improvement in the coming years.

### *Written Communication*

Written communication about the SSIP evaluation will continue in biannual updates made publicly available on the state's website. Data on key measures, including attendance and survey information from the 2019-20 school year, educational environment data, and progress toward the SiMR will be shared through these communications, which will also be distributed through the Commissioner's Update for Directors and the Special Education Director's Update in both the fall and spring of each school year. The updates are provided to stakeholders at public events and through other disparate communications, including meetings with advocates and parent groups and written exchanges with interest groups across the state.



### **Data Quality Issues**

As enumerated in previous SSIP reports, certain evaluation metrics possess inherent data quality concerns, despite the value of the data gleaned. Challenges have included limitations with self-reporting and surveying as well as possible inaccuracy of attendance data captured, based on districts not completing the requisite documentation. While overall, the response rates for trainings have been relatively high – on average about 58.5 percent of the participants in sessions respond to surveys – this still does not provide the entire picture of participants' perceptions of trainings. Regarding the attendance data, while many participating districts completed the requisite reporting of staff attending sessions, the information is incomplete for some districts.

As was noted in Phase III – 2, limited sample sizes pulled for assessing progress and answering evaluation questions also create potential for data quality issues. Given the limited capacity of the department and the scope of duties of those supporting the SSIP, smaller samples were selected to evaluate several components of the plan. For example, process question 13 in the evaluation plan<sup>11</sup> requires a sampling of student files to assess the quality of IEPs being written for students with an SLD. In SSIP 1.0 districts, a minimum of two student records and a maximum of two percent of the student

<sup>11</sup> See Appendix for "[Evaluation Data Table](#)" (page 44).

records for students with an SLD were pulled from the participating districts. In SSIP 2.0 districts, a minimum of three student records and a maximum of three percent of the student records for students with an SLD were pulled from the participating districts.

In some instances, the smaller districts had a very small population of students with an SLD, which this made it possible for a more representative percent of student records to be reviewed. For example, if there are only five students with an SLD in a district, and a minimum of three records must be pulled, that will comprise 60 percent of the total population of students with an SLD. However, the sampling was not as representative for larger school districts with thousands of students with an SLD. Such limitations could have noteworthy impacts of the information gleaned from these file reviews.

For question 15 in the evaluation plan, a sampling of students' universal screening data is required to determine improvement in scores from the beginning of the school year to the end of the school year. Though these data are valuable and appropriately address the goal of increasing the rate of improvement in areas of deficit, capacity once again becomes a concern for both the department and district staff, who will be responsible for providing the universal screening data. In light of this, the evaluation team had to pull a limited selection of student records to determine improvements.



## Progress Toward Improvements

This fourth year of implementation of the SSIP has yielded some measures of progress toward the desired goals. Much of the data gathered are related to the trainings on strategies and their EBPs over the past two years, however, the department also has more comprehensive data at its disposal to measure more systemic and broad change.



## Infrastructure Changes

The department has gone to great lengths to support districts in the implementation of the SSIP. No infrastructure changes were made during Phase III-4.



## Fidelity of Implementation

To monitor the fidelity of implementation of the SSIP activities in the 2018-19 school year and thus far in the 2019-20 school year, the department has utilized several practices outlined below to certify the success of learned strategies.

### *Train-the-Trainer Sessions*

Prior to the beginning of the 2019-20 school year, the department hosted a train-the-trainer event in Nashville for the SSIP 2.0 districts. During this event, facilitators selected for each participating district received training on how to redeliver the second coherent improvement strategy and its EBPs. Of the

district staff participating in the event (47 of which were facilitators), 47 completed a post-training survey. This survey employed a four-point Likert scale (with 4 indicating “Strongly Agree” and 1 indicating “Strongly Disagree”), and participants were asked to rate their level of agreement with eleven survey items concerning the impact of the training. The results of this information can be seen in Table 3.a.

<b>As a Result of the Session:</b>	<b>Mean</b>
I understand better that there are three major categories of assessments (screening, diagnostic, progress monitoring).	3.96
I understand better that reading can be divided into three major categories (decoding, fluency, comprehension) and those categories have up to 100 subcategories.	3.91
I understand better that literacy has 6 parts, with 3 inputs (viewing, listening, reading) and 3 outputs (showing, speaking, writing).	3.89
I understand better that programs do not teach students...teachers do, and resources must be aligned to student need.	3.87
My understanding of the TN “Say Dyslexia Law” has increased.	3.81
My ability to strategically evaluate student progress using both mastery and general outcome measures has increased.	3.81
My understanding of dyslexia has increased.	3.79
I understand better that PLEPs have 4 major components and they are the foundation of a strong IAIEP.	3.74
My ability to train teachers to analyze reading assessment data for the root cause of reading difficulties, looking beyond screening data and symptomatic behaviors has increased.	3.74
My ability to train teachers to use the context of reading assessment data (task, outcome, level, and design) to inform intervention decisions has increased	3.72
My ability to train teachers on the strategies to actively target barriers to generalization/transfer has increased.	3.70
My ability to train teachers to determine appropriately aligned intervention resources for each individual student has increased.	3.68

**Table 3.a.** Fidelity rating scale is as follows: 4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree

### ***District-led Trainings***

Observations were conducted to assess the efficacy of implementation of strategy one trainings led in districts by their facilitators. Training observation data was captured for the spring 2019 trainings. As shown in Table 3.b, district supervisors monitored the spring 2019 training sessions (led by district facilitators) and trainees reported whether the appropriate items were covered in the training. Overall, the monitoring results of these spring trainings were very positive.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Systematic implementation discussion (identify school/district barriers)	82.6%
A Case in Point (environment Ms. Atcheson's classroom)	84.8%
KUDs: Discussion and complete the graphic activity (6 orange cards)	87.8%
Differentiation matrix activity	87.1%
TN Handbooks walkthrough	80.0%
KUD for teacher proficiency with differentiation	86.0%
Differentiate for Jayden (card sort/handout/essences)	87.9%
Interest: Discussion and review Shakespeare lesson plan	76.5%
Learning profile: Discussion and review technology lesson plan	77.5%
Content for readiness: discussion and adapting citizenship lesson plan	80.0%
Story of Strand 1 (synthesis activity-Partner A/Partner B tell the story of 10 images)	79.3%
Create your own accessible classroom or school (classroom layout, but with "why" no just "what")	77.7%

**Table 3.b.** Data survey results on trainings.

Observations were conducted to assess the efficacy of implementation of strategy two trainings led in districts by their facilitators. Training observation data have been captured for this new cohort of districts. As of March 2020, data from fall 2019 and winter 2020 trainings are available. Spring training observation data will be available in the summer of 2020. As shown in Table 3.c, district supervisors monitored the fall 2019 training sessions (led by district facilitators) and trainees reported whether the appropriate items were covered in the training.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Strand 1 review activities (build Lego© environment, literacy sort, etc.)	87.4%
Iceberg activity (picture is revealed in stages)	90.6%
Assessment Graphic activity (put the words and pictures back into the graphic)	91.2%
Yellow card sort for 3 parts of reading	92.7%
Classifying reading behaviors (bingo marker activity)	80.5%

**Table 3.c.** Data survey results on trainings.

As shown in Table 3.d, district supervisors monitored the winter 2020 training sessions for each district (led by district facilitators) and reported whether the appropriate items were covered in the training relative to strategy two.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Reading Assessment Document and Scavenger Hunt	83.3%
Essences (of reading assessment)	85.5%
Case Study – Student A (create PLEPs)	93.3%
“Say Dyslexia” – Law Discussion	92.3%
Case Study – Student B or C (create PLEPs)	90.0%

**Table 3.d.** Data survey results on trainings.

### *Classroom Observations*

Special education supervisors for the participating districts have led the charge in gathering classroom observation data for fidelity monitoring in the SSIP 2.0 districts. As of March 2020, 127 classrooms were observed two times. Classrooms are observed twice to determine growth and improvements in implementation over time. Table 3.e shows the preliminary results of this fidelity monitoring, with the mean based on the scoring metrics outlined in the [“Demonstrating Progress and Making Modifications”](#) section of Phase III - 2. The mean score provided is based on the following scale: 1 = Installing; 2 = Installed; 3 = Refining; and 4 = Full Implementation.

Checklist Item	Mean
Use brain-friendly techniques (G O C S-group, order, connect, self).	3.08
Facilitates students making content personal to them.	3.19
Teaches for learning, not memorization (G O C S/active and visual + verbal).	3.14
Consistently connecting new information/skills to what is already known/mastered.	3.22
A blend of explicit and constructivist, appropriately matched to the student and the content.	3.00
Creates a motivating, empowering climate focused on student ownership.	3.33
Uses language as a tool for empowerment and showing value.	3.33
Appropriately balanced between challenge and ability	3.13
Teaches students, not content.	3.25
Understands each student’s literacy strengths and weaknesses (inputs/outputs)	3.17
Uses, and allows students to create, visuals that are richly and intentionally embedded with meaning.	2.90
Delivered through multiple senses to allow maximum access to new information.	3.13
Can identify the 3 major parts of reading and the subcategories of each.	3.18
Can identify the specific barrier(s) for each individual student.	3.16
Recognizes the types (S D PM) and context (T O L D) beneath a student’s data and uses this to inform insightful instructional decisions.	3.03
Analyzes all assessment data to inform PLEPs and goals.	3.22

Checklist Item	Mean
Strategically evaluated, using both needs-based goal monitoring and broad outcome measures.	3.18
Aligned to needs identified through assessment, including diagnostics.	3.16
Looks beyond symptoms to determine the root cause of each student's difficulty	3.24
Systematic-designed to scaffold and build in layers toward the student's goal(s).	3.23
Aligned to PLEPs and Goals.	3.18
Gives frequent, specific feedback, focused on growth mindset of students.	3.35
Adapts during instruction (and according to needs-based goal monitoring) to meet each student's need(s)	3.26
Specific, targeted, and focused, usually on underlying or prerequisite skills (not just more of T1 and not just practice).	3.24
Aligned to individual student's needs	3.35
Always working toward the goal of reading for full understanding (meaning is always the end goal).	3.26

**Table 3.e.** Rating scale is as follows: 4-Full Implementation, 3-Refining, 2-Installed, 1-Installing

Due to changes in the aggregation and display of data, comparison data for first observations and second observations will not be finalized until the summer of 2020.



## Outcomes

The "[Evaluation Data Table](#)" provides broad array of data available to begin assessing outcomes – both short-term and long-term – necessary to achieve the SiMR. A summary of the outcomes readily accessible for the three strategies as of March 2020 have been provided below.

### *Strategy One: Access to Core Instruction*

For evaluation question 1.b, addressing preparation for next steps in the implementation of strategy one, 93.5 percent of survey respondents felt prepared in the fall to begin implementing the learned strategies and activities in the classroom, and in the winter this percentage of respondents in agreement dropped slightly to 92 percent. In spring 2019, 93.1 percent of survey respondents felt prepared to implement the learned strategies and activities in the classroom.

There was an increase in knowledge as a result of the strategies relative to access to core instruction, with 86.8 percent of survey respondents agreeing their knowledge increased relative to supporting SWDs in core instruction in the fall. In the spring, this agreement percentage increased to 91.9 percent. Relative to improvement in the actual ability to implement the EBPs and activities, in the fall, 87 percent of respondents agreed that their ability to support SWDs in core instruction improved. In the winter, 86.5 percent agreed with this statement. In spring 2019, 91.1 percent of respondents agreed that their ability to support SWDs in core instruction improved.

For this work to be successful, the department recognizes that there must be fidelity in the implementation of this strategy's EBPs and developed two process evaluation questions to address fidelity. The results from classroom observations have been extremely positive. 127 educators were observed twice to assess improvement and fidelity of implementation over time. For the second observation, 35.4 percent of educators increased to a higher quartile, and 92.6 percent of teachers in the classrooms observed received scores in the top three quartiles of scores, which can be regarded as meeting fidelity targets. Figure 3.1 shows changes in the quartiles from the first to second observations.



Figure 3.1. Year-to-year comparisons of student records meeting or exceeding expectations in SSIP 2.0 districts.

Whereas these process evaluation questions are necessary to measure short-term outcomes, more systemic and demonstrable improvements relative to this strategy (more intermediate outcomes) are also vital to assess progress toward the SiMR. Educational environment data was selected in Phase II to evaluate overall change in behavior that is reflected in concrete data. For the 20 participating districts in this second cohort, 80.72 percent of students with an SLD were served in the general education setting 80 percent or more of the day. A comparison pull was completed in May 2019 to assess change from the baseline data pull to the spring after trainings on access were completed. This data pull indicated that 85.04 percent of students with an SLD were served in the general education setting 80 percent or more of the day, an increase of 4.32 percent.

### *Strategy Two: Special Education in a Continuum of Service*

In fall 2019, 91.9 percent of respondents agreed that the session prepared them for next steps. In the winter, 92.6 percent of respondents agreeing they felt prepared for next steps.

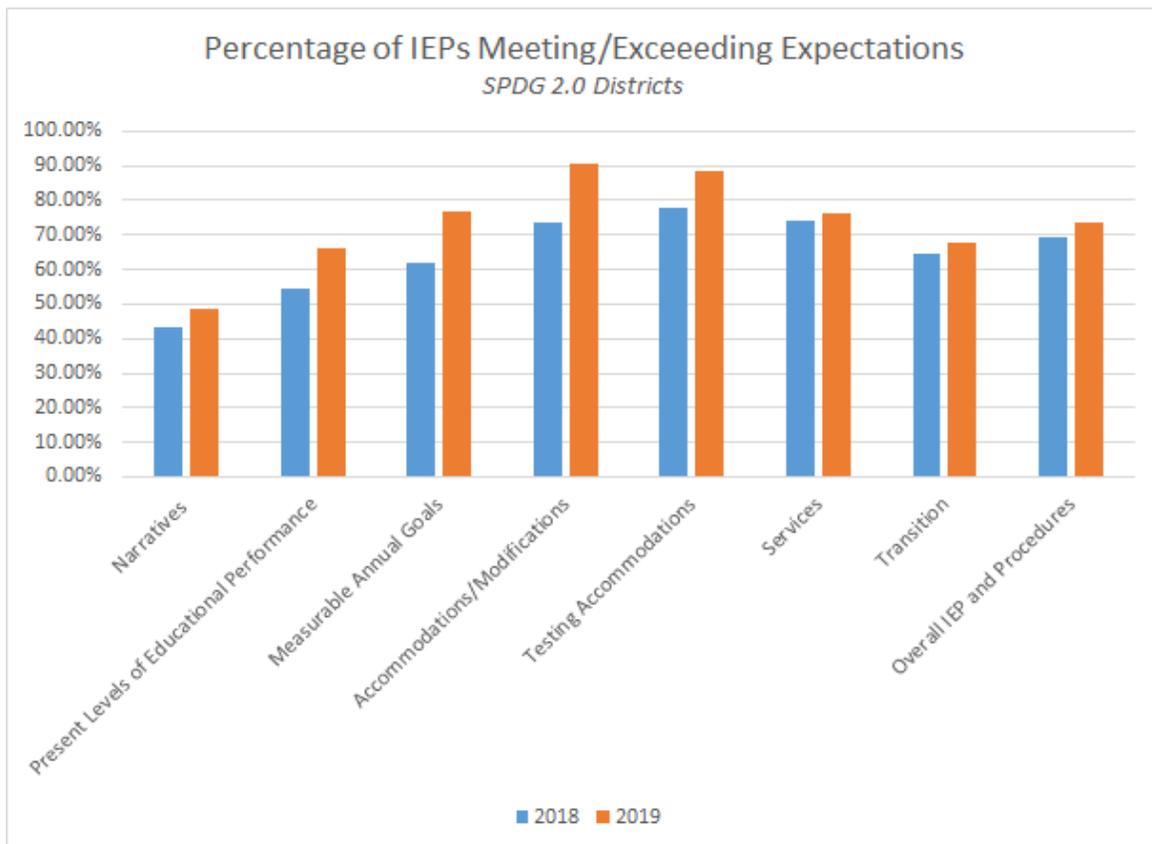
A similar trend was identified for respondents agreeing that the trainings increased their knowledge of how to make special education the most intensive intervention. In the fall, 90.4 percent agreed with

this knowledge-based process evaluation question. In the winter 93.0 percent of respondents agreed with this question. Regarding improvement in ability, 88.8 percent of the survey respondents agreed that the fall session improved their ability to make special education the most intensive intervention and 91.8 percent of respondents agreed with this question in the winter.

### *Strategy Three: Addressing Skill Deficits*

In the fall of 2019 and 2020, the department conducted file reviews of students with an SLD in the participating districts to assess the efficacy of implementation in eight core areas.

Three percent of students with an SLD had their most current IEPs pulled to evaluate quality utilizing the state-developed rubric as a baseline on 2018. This amounted to 269 student records. The scoring of these files informed where additional support might be needed in the different areas of the IEP for the new cohort of participating districts. The department then pulled 540 student records in these districts in the fall of 2019 to evaluate growth in each of the 8 areas. Figure 3.4 shows the comparison of these to the baseline, reflecting improved IEP quality improved in 7 of the 8 evaluated areas, by an average of 5%.



**Figure 3.4.** Scoring results gathered as a result of the IEP reviews for students with an SLD in SSIP 2.0 districts.



## Improvements in the SiMR

The department has been able to measure progress toward the SiMR since the 2016-17 school year, when new assessments for the state were successfully deployed.

The 2017-18 school year assessment data served as the baseline for the new SSIP 2.0 participating districts. In the 2017-18 school year, 39.75 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scored at or above *Approaching*. The statewide percentage for this school year was 36.52 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scoring at or above *Approaching*. To meet the SiMR, the department expected a three percent increase in this percentage in the 2018-19 school year, or a minimum of 42.75 percent of students with an SLD taking the ELA statewide assessment scoring at or above *Approaching* in the SSIP 2.0 districts. Assessment data indicates that 40.44 percent of students with an SLD taking the ELA statewide assessment score at or above *Approaching*. This was an increase of 0.69 percent, and thus the target of a three percent increase was not met. However, the data are moving in a positive direction. Table 3.g shows the actual assessment data and target data for the SSIP 2.0 districts.

	School Year	
	2017-18	2018-19
Target	NA	42.75%
Actual Data	39.75%	40.44%

**Table 3.g.** Percent of students with an SLD in grades 3-8 scoring at or above *Approaching* on the statewide ELA assessment, as compared to target set for the SiMR.



## Plans for Next Year

In preparation for the coming years of Phase III implementation, the department and its stakeholders have plotted out the additional activities, identified the upcoming evaluation activities and metrics, as well as expected outcomes, identified potential barriers and solutions to such barriers, and determined needs for additional support and assistance.



## Implementation Activities

In the coming 2020-21 school year, the department will be taking on a new cohort of districts, SSIP 3.0. Although federal SPDG funding ends September 30, 2020, the department plans to encumber the costs associated with these activities. Given the success of this work, the department sees value in continuing and expanding upon the lessons learned from the first

two cohorts of SSIP districts. For more information on the timeline of implementation, please see Figures 4.1 and 4.2 (pages 34-35).



## ***Evaluation Activities***

In the summer of 2020, much of the analysis of data from the 2019-20 school year will be conducted. With the information that will be available then, members of the SSIP evaluation team will be able to answer process evaluation questions 6-10 with complete data:

- Question 6:** How many district- and school-level staff participated in training and PD sessions relative to ensuring special education is the most intensive intervention in a continuum of service model and using EBPs like RTI2, multi-sensory approaches, and data-based decision-making?
- Question 6a:** Did the requisite staff attend the training and PD sessions (special education supervisor and special education teacher)?
- Question 6b:** Did the team members feel the training prepared them for next steps?
- Question 7:** Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased their knowledge of how to make special education services the most intensive level of intervention?
- Question 8:** Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities improved their ability to make special education services the most intensive level of interventions?
- Question 9:** Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased confidence in their ability to implement with fidelity the interventions intended to make special education services the most intensive level of interventions?
- Question 10:** Are staff who participated in trainings and PD sessions on special education within a continuum of service model indeed implementing interventions with fidelity?

Comparisons will also be completed for outcomes evaluation questions 14, 15, and 16:

- Question 14:** What is the change in the percentage of students with an SLD in the general education setting 80 percent or more of the day?

**Question 15:** What is the rate of improvement for those students identified with an SLD (will use sampling of students in participating schools) who are receiving instruction utilizing strategies to ensure special education is the most intensive intervention?

**Question 16:** Is the percentage of students with an SLD in grades 3–8 scoring at or above *Approaching* on the statewide ELA assessment increasing?

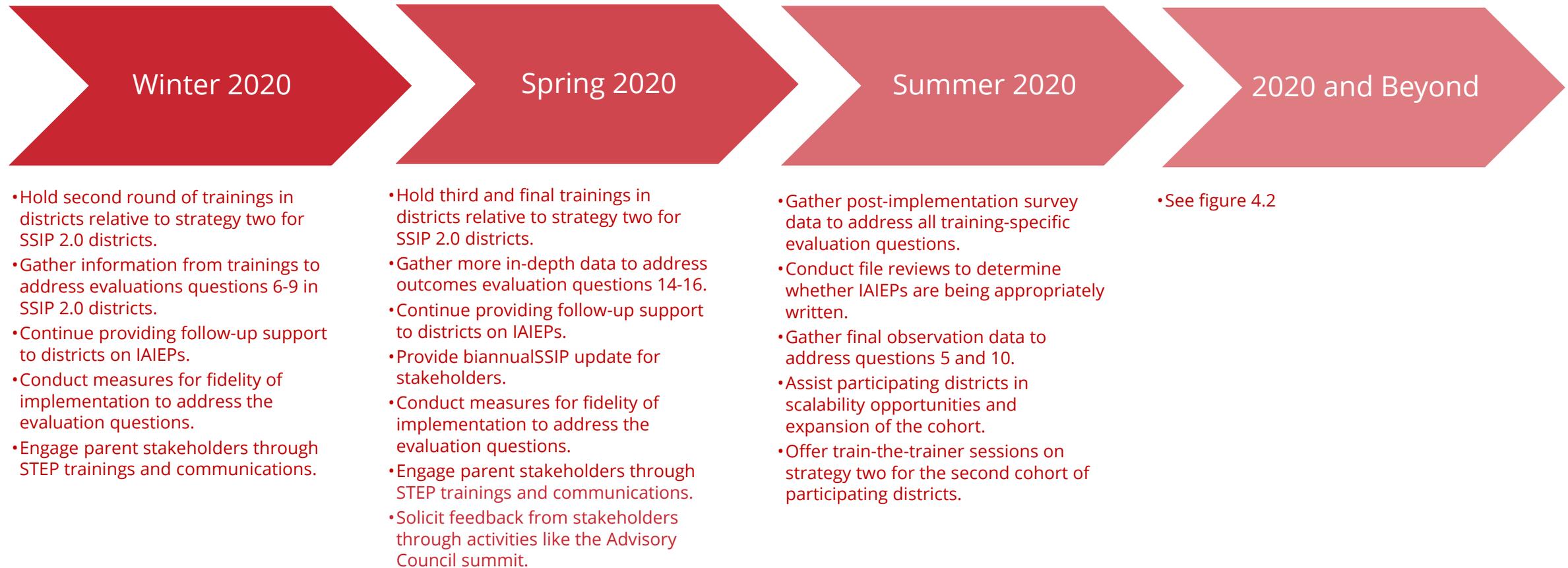


Figure 4.2

		January-May 2020	Summer 2020- Spring 2021	Summer 2021- Spring 2022	Summer 2022- Spring 2023	Summer 2023- Spring 2024	Summer 2024- Spring 2025	Summer 2025- Spring 2026
SPDG 3.0	K-12 (25-30 districts)	Contract process; district application/ selection; content development for Year 1 content	ACCESS to High- Quality Tier 1 Instruction for All Students	Intensive Intervention and Reading	Intensive Math Intervention	Intensive Writing Intervention		
	EC (20 districts)		Development & Effective Environments	Assessment & Planning	Quality Teaching & Learning	Intensive Data- dives and CoPs		
SPDG 4.0	K-12 (25-30 districts)				ACCESS to High- Quality Tier 1 Instruction for All Students	Intensive Intervention and Reading	Intensive Math Intervention	Intensive Writing Intervention
	EC (20 districts)				Development & Effective Environments	Assessment & Planning	Quality Teaching & Learning	Intensive Data- dives and CoPs



## ***Barriers***

Due to school closures related to COVID-19, many SSIP 2.0 districts will not complete spring trainings. In addition, state assessment has been suspended for the 2019-20 school year; therefore we will not have assessment data needed to measure progress on the SIMR for these districts. As this is an ever evolving situation, the department is monitoring the impact and will adjust data collection processes as needed.



## ***Additional Support Needed***

The insight of the federal technical assistance centers has been invaluable throughout the development of plans in the Phase I and Phase II reports and the reporting on results in subsequent Phase III reports. Tennessee wants to continue receiving their continued support throughout Phase III implementation. Based on feedback from technical assistance centers relative to effective stakeholder engagement, the department has been able to provide improved sessions to gather responses that will inform the SSIP's work. Rather than sending out an array of communication and surveys to relevant parties across the state, the department has become more intentional in the communication of the SSIP and the results and getting responses back that are meaningful and actionable. Continued guidance like this will be invaluable for the state to continue improving and effectively evaluating this project.

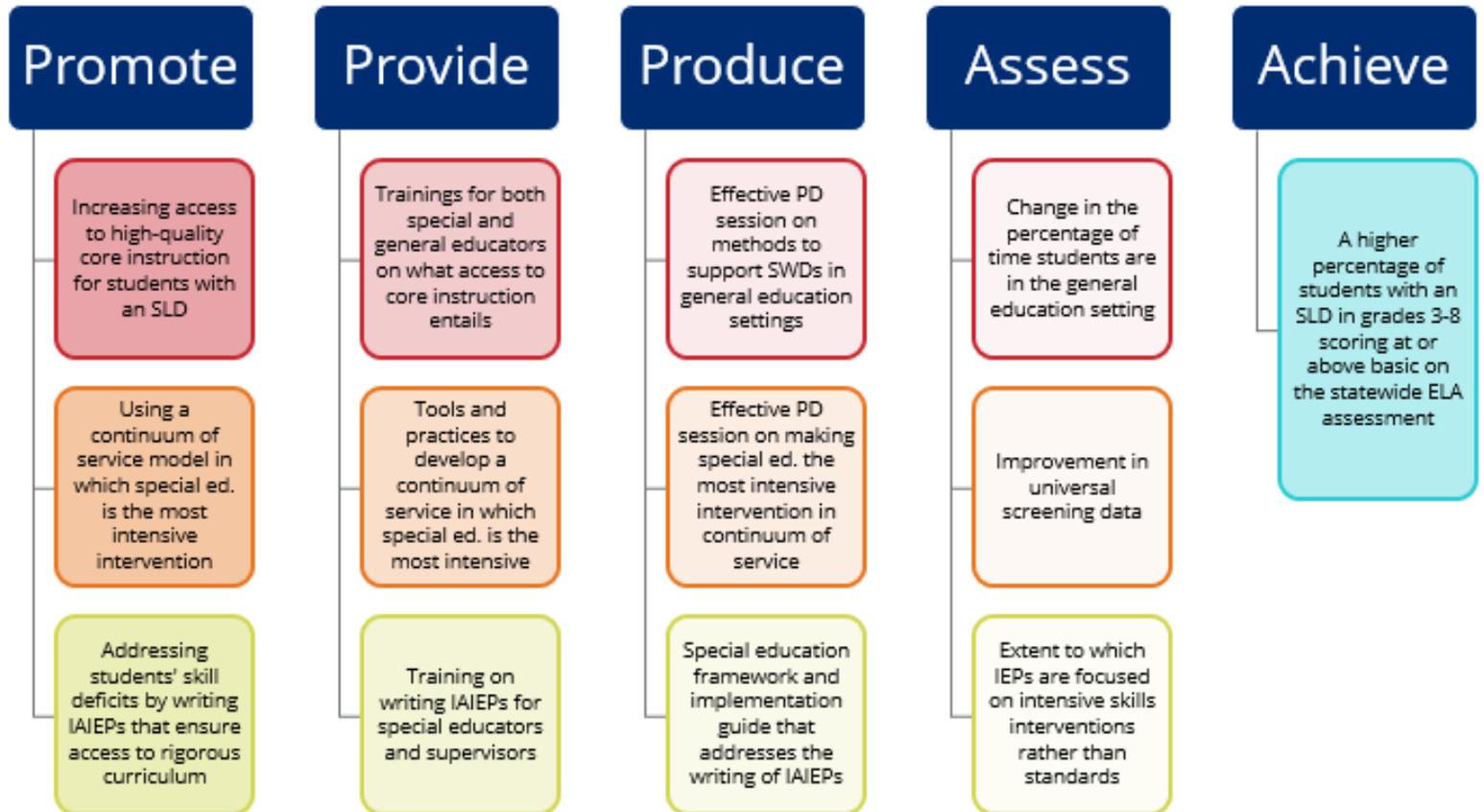
# Appendix

SSIP Phase III – 4

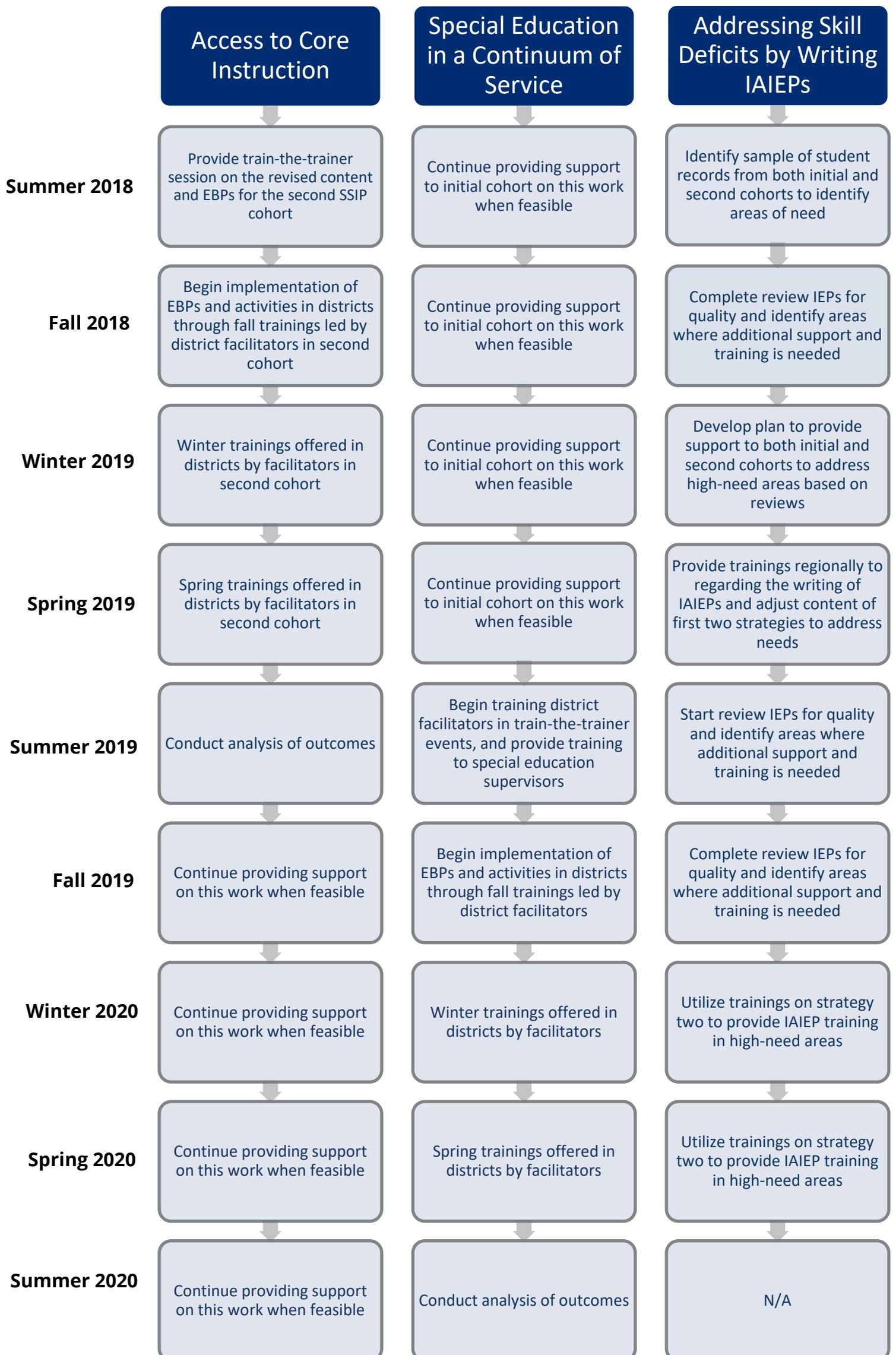
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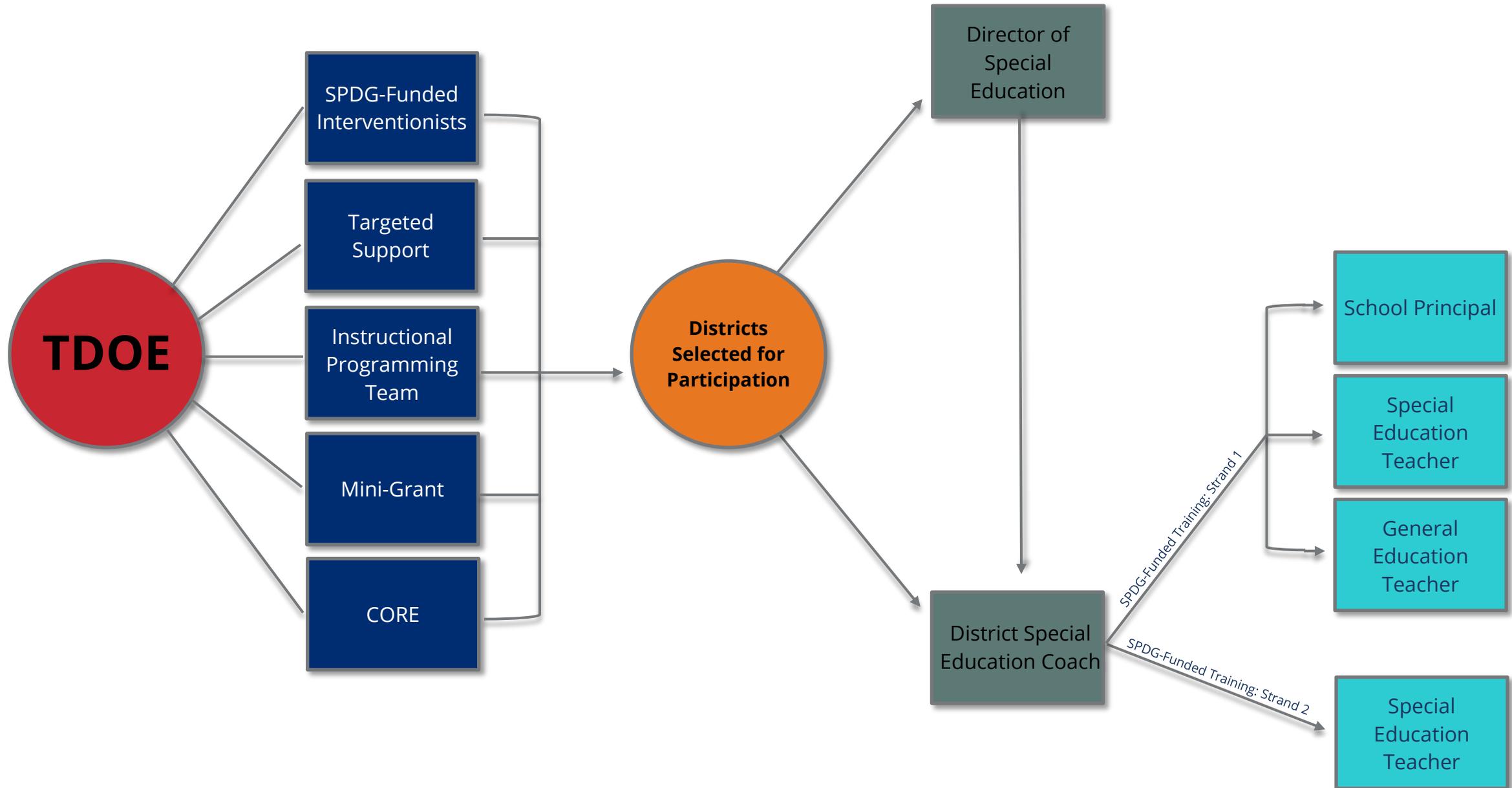
## Theory of Action



## Revised Detailed Implementation Plan



### Flow of Supports



## Strategy 2: Fall 2019 Training Surveys

On a scale of 1-4 (with 1 being "Strongly Disagree" and 4 being "Strongly Agree"), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that assessments are not all the same; rather, there are different types that provide different information.	522	1.7%	2.7%	51.1%	44.4%
I understand better that reading behaviors provide a window into a student's strengths and needs.	521	1.5%	2.1%	49.5%	46.8%
I understand better that not all reading difficulties are the same, and therefore, not all reading instruction should look the same	521	1.5%	2.5%	44.5%	51.4%
My ability to identify the 3 major parts of reading and the subcategories of each has increased.	521	1.7%	6.0%	55.3%	37.0%
My ability to provide access to instruction and tasks by assessing and aligning to student's literacy strengths and needs has increased.	520	1.3%	5.4%	58.8%	34.4%
My ability to always work toward the goal of reading for full understanding (meaning is always the end goal) has increased	520	1.3%	5.0%	55.2%	38.5%
My knowledge of how to make special education services the most intensive level of intervention has increased.	520	2.5%	7.1%	56.2%	34.2%
My ability to make special education services the most intensive level of intervention has increased.	518	2.9%	8.3%	56.2%	32.6%
I understand the next steps I need to take to implement this training.	518	2.1%	6.0%	59.7%	32.2%

## Strategy 2: Winter 2019 Training Surveys

On a scale of 1-4 (with 1 being "Strongly Disagree" and 4 being "Strongly Agree"), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that each reading assessment has a unique design and context; its usefulness depends on matching it to the information you are looking to find.	408	2.0%	2.2%	46.1%	49.8%

On a scale of 1-4 (with 1 being “Strongly Disagree” and 4 being “Strongly Agree”), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that present levels include numbers, can-dos, deficits, and general education impact.	407	2.2%	3.4%	46.9%	47.4%
I understand better that the “Say Dyslexia” law requires certain processes and procedures to be followed at the school district and state levels	407	1.7%	1.5%	44.2%	52.6%
I understand better that not all reading difficulties are “dyslexia.”	407	1.7%	1.7%	40.5%	56.0%
My ability to analyze reading assessment data to inform PLEPs and goals has increased	406	2.7%	4.4%	51.7%	41.1%
My ability to analyze reading assessment data to increase effective delivery modes while decreasing less effective ones has increased.	406	2.2%	5.2%	51.7%	40.9%
My ability to look beyond symptoms to determine the root cause of each student’s reading difficulty has increased.	405	2.0%	2.5%	47.9%	47.7%
My ability to align reading instruction to the individual student’s needs through assessment, including diagnostics has increased.	406	1.5%	3.4%	53.0%	42.1%
My knowledge of how to make special education services the most intensive level of intervention has increased.	403	2.0%	5.0%	51.4%	41.7%

## Strategy 1: Spring 2019 Training Surveys

On a scale of 1-4 (with 1 being “Strongly Disagree” and 4 being “Strongly Agree”), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that environment is the essence of classroom differentiation	612	3.9%	3.3%	50.2%	42.6%
I understand better that high quality learning involves learning goals stated in the form of a KUD (Know-Understand-Do)	611	3.9%	2.8%	52.7%	40.6%
I understand better that content, process, and product should be differentiated based on student characteristics – the focus is on teaching students	612	3.8%	2.1%	52.6%	41.5%
My ability to create classrooms/schools with respectful environments where students feel valued	612	3.8%	4.1%	50.0%	42.2%

On a scale of 1-4 (with 1 being "Strongly Disagree" and 4 being "Strongly Agree"), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
and growth is the focus, regardless of the starting point, has increased					
My ability to transform student standards into the KUD framework in order to "teach up" for all students has increased.	611	3.4%	4.7%	56.0%	35.8%
My ability to assess student patterns and utilize this knowledge to differentiate content, process, and products effectively and appropriately has increased.	611	3.4%	5.2%	56.1%	35.2%
My knowledge of how to support students with disabilities in the general education classroom has increased.	612	3.6%	4.6%	55.1%	36.8%
My ability to support students with disabilities in the general education classroom has increased.	611	3.6%	5.2%	54.8%	36.3%
I understand the next steps I need to take to implement this training	611	3.4%	3.4%	56.6%	36.5%

## Evaluation Data Table

Question Number	Evaluation Question	Indicator of Performance	Data Reported
<b>Process Evaluation Questions<sup>12</sup></b>			
<b>1</b>  (2.0 Districts)	How many district- and school-level teams participated in training and professional development (PD) sessions relative to increasing access to core instruction and using EBPs like UDL and differentiation of instruction?	District-level and school-level teams participated in required sessions on these EBPs.	<p><b>Fall:</b></p> <ul style="list-style-type: none"> <li>• General educator counts: <u>722 staff from 75 of the 76 participating schools</u></li> <li>• Administrator counts: <u>68 staff from 51 of the 76 participating schools</u></li> <li>• Special educator counts: <u>136 staff from 70 of the 76 participating schools</u></li> </ul> <p><b>Winter:</b></p> <ul style="list-style-type: none"> <li>• General educator counts: <u>614 district staff from 65 of the 76 participating schools</u></li> <li>• Administrator counts: <u>59 district staff in 45 of the 76 participating districts</u></li> <li>• Special educator counts: <u>100 educators in the 57 of the 76 participating schools</u></li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• General educator counts: <u>595 staff from 67 of the 76 participating schools</u></li> <li>• Administrator counts: <u>50 staff from 35 of the 76 participating schools</u></li> <li>• Special educator counts: <u>105 staff from 61 of the 76 participating schools</u></li> </ul>

<sup>12</sup> Data for questions 6-10 subject to change based on updated information received through the end of the 2019-20 school year. Data for questions 1-5 changed based on updated information received during the 2018-19 school year.

<p><b>1.a</b></p> <p>(2.0 Districts)</p>	<p>Did all the staff required from the school-level team attend the training and PD sessions (principal, special education teacher, and general education teacher)?</p>	<p>District-level and school-level teams participated in required sessions on these EBPs.</p>	<p><b>Fall:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, at least one member of each 76 school teams participated in fall training. <u>Of these 76 school teams, 44 had all three required team members in attendance.</u></p> <p><b>Winter:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, at least one member of each 66 school teams participated in winter training. <u>Of these 66 school teams that have held and reported on winter trainings, 37 had all three required team members in attendance.</u></p> <p><b>Spring:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, at least one member of each 67 school teams participated in fall training. <u>Of these 67 school teams, 31 had all three required team members in attendance.</u></p>
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<p><b>1.b</b></p> <p>(2.0 Districts)</p>	<p>Did the team members feel the training prepared them for next steps?</p>	<p>90% reported that they found the sessions prepared them for next steps.</p>	<p><b>Fall:</b> 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>93.5% agreed that the session prepared them for next steps.</u></p> <p><b>Winter:</b> 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>92% agreed that the session prepared them for next steps.</u></p> <p><b>Spring:</b> 81.7% of participants in the spring trainings responded via survey to address this evaluation question. Of the 611 respondents to this question, <u>93.1% agreed that the session prepared them for next steps.</u></p>
<p><b>2</b></p> <p>(2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities increased their knowledge of how to support SWDs in core instruction?</p>	<p>80% agree that the training and PD opportunities increased their knowledge in this area.</p>	<p><b>Fall:</b> 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>86.8% agreed that the sessions increased knowledge of how to support SWDs in core instruction.</u></p> <p><b>Winter:</b> 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>87.7% agreed that the sessions increased knowledge of how to support SWDs in core instruction.</u></p>

			<p><b>Spring:</b> 81.7% of participants in the spring trainings responded via survey to address this evaluation question. Of the 611 respondents to this question, <u>91.9% agreed that the sessions increased knowledge of how to support SWDs in core instruction.</u></p>
<p><b>3</b>  (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities improved their ability to support SWDs in core instruction?</p>	<p>70% agree that the training and PD opportunities improved their ability to support SWDs in general education classroom.</p>	<p><b>Fall:</b> 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>87% agreed that the session improved their ability to support SWDs in core instruction.</u></p> <p><b>Winter:</b> 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>86.5% agreed that the session improved their ability to support SWDs in core instruction.</u></p> <p><b>Spring:</b> 81.7% of participants in the spring trainings responded via survey to address this evaluation question. Of the 611 respondents to this question, <u>91.1% agreed that the sessions increased their ability to support SWDs in core instruction.</u></p>
<p><b>4</b>  (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities improved their ability to implement with fidelity the interventions intended to support SWDs in core instruction?</p>	<p>70% agree they are implementing learned strategies with fidelity during the spring after beginning implementation.</p>	<p>81.7% of participants in the spring trainings responded via survey to address this evaluation question. Of the 611 respondents to this question, an average of <u>93.3% agreed that the sessions increased their ability to implement with fidelity the interventions intended to support SWD in core instruction.</u></p>

<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;">(2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction indeed implementing interventions with fidelity?</p>	<p>70% are implementing strategies with fidelity.</p>	<p><b>Preliminary Data:</b> 291 teachers received two observations using the differentiation inventory between three to six months apart. Overall scores were assigned to one of four quartiles. <u>51.2% of teachers increased to a higher quartile in the second observation, and 77.0% of teachers observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.</u></p>
<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">(1.0 &amp; 2.0 Districts)</p>	<p>How many district- and school-level staff participated in training and PD sessions relative to ensuring special education is the most intensive intervention in a continuum of service model and using EBPs like RTI<sup>2</sup>, multi-sensory approaches, and data-based decision-making?</p>	<p>At least one special educator from participating schools attended all required sessions on these EBPs.</p>	<p><b>SSIP 1.0 Districts</b></p> <p><b>Fall:</b></p> <ul style="list-style-type: none"> <li>• Special educator counts: <u>515 educators in the 220 participating schools</u></li> <li>• Other district staff counts: <u>111 district staff in the 28 participating districts</u></li> </ul> <p><b>Winter:</b></p> <ul style="list-style-type: none"> <li>• Special educator counts: <u>401 educators in 189 schools</u></li> <li>• Other district staff counts: <u>82 district staff in 24 of the participating districts</u></li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• Special educator counts: <u>249 educators in 126 schools</u></li> <li>• Other district staff counts: <u>46 district staff in 19 of the participating districts</u></li> </ul>

			<p><b>SSIP 2.0 Districts</b></p> <p><b>Fall:</b></p> <ul style="list-style-type: none"> <li>• Special educator counts: <u>201 educators in the 105 participating schools</u></li> <li>• Other district staff counts: <u>700 district staff in 19 of the participating districts</u></li> </ul> <p><b>Winter:</b></p> <ul style="list-style-type: none"> <li>• To date special educator counts: <u>189 educators in the 105 participating schools</u></li> <li>• To date other district staff counts: <u>597 district staff in 19 of the participating districts</u></li> </ul>
<p><b>6.a</b>  (1.0 &amp; 2.0 Districts)</p>	<p>Did the requisite staff attend the training and PD sessions (special education supervisor and special education teacher)?</p>	<p>At least one special education teacher from participating schools attended required sessions on these EBPs.</p>	<p><b>SSIP 1.0 Districts</b></p> <p><b>Fall:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>220 of these 224 participating schools had at least one special educator in attendance.</u></p> <p><b>Winter:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>189 of these 224 participating schools had at least one special educator in attendance.</u></p> <p><b>Spring:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>126 of these 224 participating schools had at least one special educator in attendance.</u></p>

			<p><b>SSIP 2.0 Districts</b></p> <p><b>Fall:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>84 of these 105 participating schools had at least one special educator in attendance.</u></p> <p><b>Winter:</b> Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>80 of these 105 participating schools had at least one special educator in attendance.</u></p>
<p><b>6.b</b>  (1.0 &amp; 2.0 Districts)</p>	<p>Did the team members feel the training prepared them for next steps?</p>	<p>90% reported that they found the trainings prepared them for next steps.</p>	<p><b>SSIP 1.0 Districts</b></p> <p><b>Fall:</b> 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 435 respondents to this question, <u>97% agreed that the session prepared them for next steps.</u></p> <p><b>Winter:</b> 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 364 respondents to this question, <u>91.7% agreed that the session prepared them for next steps.</u></p> <p><b>Spring:</b> 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this</p>

			<p>question, <u>96.7% agreed that the session prepared them for next steps.</u></p> <p><b>SSIP 2.0 Districts</b></p> <p><b>Fall:</b> 56.3% of participants in the fall trainings responded via survey to address this evaluation question. Of the 507 respondents to this question, <u>91.7% agreed that the session prepared them for next steps.</u></p> <p><b>Winter:</b> To date 51.0% of participants in the winter trainings responded via survey to address this evaluation question. Of the 401 respondents to this question, <u>92.5% agreed that the session prepared them for next steps.</u></p>
<p><b>7</b>  (1.0 &amp; 2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased their knowledge of how to make special education services the most intensive level of intervention?</p>	<p>80% agree that the training and PD opportunities increased their knowledge in this area.</p>	<p><b>SSIP 1.0 Districts</b></p> <p><b>Fall:</b> 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 436 respondents to this question, <u>96.9% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p><b>Winter:</b> 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 363 respondents to this question, <u>94.37% agreed that the sessions</u></p>

			<p><u>increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p><b>Spring:</b> 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this question, <u>97.83% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p><b>SSIP 2.0 Districts</b></p> <p><b>Fall:</b> 56.5% of participants in the fall trainings responded via survey to address this evaluation question. Of the 509 respondents to this question, <u>90.4% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p><b>Winter:</b> 51.0% of participants in the winter trainings responded via survey to address this evaluation question. Of the 401 respondents to this question, <u>93.0% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p>
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<p style="text-align: center;"><b>8</b>  (1.0 &amp; 2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities improved their ability to make special education services the most intensive level of interventions?</p>	<p>70% agree that the training and PD opportunities improved their ability to make special education the most intensive intervention.</p>	<p><b>SSIP 1.0 Districts</b></p> <p><b>Fall:</b> 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 436 respondents to this question, <u>95.67% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p><b>Winter:</b> 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 363 respondents to this question, <u>92.63% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p><b>Spring:</b> 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this question, <u>96.87% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p><b>SSIP 2.0 Districts</b></p> <p><b>Fall:</b> 56.3% of participants in the fall trainings responded via survey to address this evaluation question. Of the 507 respondents to this question, <u>88.9% agreed that the session improved</u></p>
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			<p><u>their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p><b>Winter:</b> 51.0% of participants in the winter trainings responded via survey to address this evaluation question. Of the 401 respondents to this question, <u>91.7% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u><sup>13</sup></p>
<p><b>9</b> (1.0 &amp; 2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased confidence in their ability to implement with fidelity the interventions intended to make special education services the most intensive level of interventions?</p>	<p>70% agree they are implementing learned strategies with fidelity during the spring after beginning implementation.</p>	<p>1.0 district participants responded to a series of responses after the fall, winter, and spring trainings addressing learned strategies and whether they had increased confidence in their ability to implement them with fidelity. Based on overall responses, an aggregate fidelity of <u>95.49% of respondents agreed that they increased confidence in their ability to implement with fidelity the interventions intended to ensure special education services are the most intensive.</u></p> <p><u>2.0 district participants will be asked about their ability to implement strategies with fidelity in the spring of 2020.</u><sup>14</sup></p>
<p><b>10</b> (1.0 &amp; 2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of</p>	<p>70% are implementing interventions with fidelity.</p>	<p>For 1.0 districts, 72 teachers received two observations using the differentiation intervention between three to six months apart. Overall scores were assigned to one of four</p>

<sup>13</sup> See Appendix for "[Strategy 2: Fall 2019 Trainings](#)" chart (page 41).

<sup>14</sup> See Appendix for "[Strategy 1: Spring 2019 Data](#)" chart (page 42).

	<p>service model indeed implementing interventions with fidelity?</p>		<p>quartiles. <u>61.1% of teachers increased to a higher quartile in the second observation, and 98.6% of teachers observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.</u></p> <p>For 2.0 districts, as of March 2020, 127 teachers had received two observations using the differentiation intervention between three to six months apart. Overall scores were assigned to one of four quartiles. <u>35.4% of teachers increased to a higher quartile in the second observation, and 92.6% of teachers observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.</u></p>
<p><b>11</b>  (2.0 Districts)</p>	<p>How many staff attended trainings relative to writing IAIEPs?</p>	<p>At least one staff member from districts selected to participate in SPDG-funded SSIP trainings attended a training provided on writing IAIEPs.</p>	<p>Of the 610 respondents to the survey requesting this baseline information from the SSIP 2.0 cohort, 109 stated they had received training on writing IAIEPs. This is expected, as the majority of participants in work are general educators. This information was also compared to district-level training data regarding IAIEPs in each of the 20 participating districts. Staff within each of the districts had received and/or offered training on writing IAIEPs. Given this input through the two sources, <u>it was confirmed that at least one staff member in the participating districts attended a training on writing IAIEPs.</u></p>

<p><b>11.a</b> (2.0 Districts)</p>	<p>Did the team members find the training and PD sessions valuable, high-quality, and relevant?</p>	<p>80% reported that they found the sessions valuable, high-quality, and relevant.</p>	<p>Of the 109 respondents who answered this question in the aforementioned survey and stated they attended training sessions on IAIEPs, <u>96.3% of the respondents reported that they found the sessions valuable, high-quality, and relevant.</u></p>
<p><b>12</b> (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on writing IAIEPs reporting that they (and/or staff they trained) are utilizing the skills and principles learned in their trainings when completing IEPs?</p>	<p>80% agree they are utilizing these skills.</p>	<p>Of the 109 respondents who answered this question in the aforementioned survey and stated they attended training sessions on IAIEPs, <u>84.1% of the respondents reported that they are utilizing the skills and principles learned in their trainings when completing IEPs.</u></p>
<p><b>13</b> (1.0 &amp; 2.0 Districts)</p>	<p>Are staff (and/or the staff they trained) who participated in trainings and PD sessions on writing IAIEPs incorporating the skills and principles in their practice with fidelity?</p>	<p>One year after implementation, 75% or more of the records reviewed utilizing the quality rubric in each of the eight areas evaluated are meeting or exceeding expectations.</p>	<p>Data provided reflects the percentages of student records meeting or exceeding expectations for each of the eight IEP content areas outlined in the state-developed rubric.<sup>15</sup></p> <p>For SSIP 1.0 districts, baseline data was captured in the 2016-17 school year. Comparison files were pulled in the 2017-18 school year. Decreases in performance for these districts from 2016-17 to 2017-18 are highlighted in red, while increases are highlighted in green.</p> <p><b>SSIP 1.0 Districts</b> (second year comparison data)  <b>Narratives: 56.73%</b> of files meeting or exceeding expectations  <b>Present Levels of Performance: 58.55%</b> of files meeting or exceeding expectations  <b>Measurable Annual Goals: 66.17%</b> of files meeting or exceeding expectations</p>

<sup>15</sup> A state-developed rubric, *High-Quality IAIEP Development*, can be found [here](#).

			<p><b>Accommodations/Modifications: 77.09%</b> of files meeting or exceeding expectations  <b>Testing Accommodations: 74.53%</b> of files meeting or exceeding expectations  <b>Services: 75.99%</b> of files meeting or exceeding expectations  <b>Transition Plans: 68.38%</b> of files meeting or exceeding expectations  <b>Overall IEP and Procedures: 71.63%</b> of files meeting or exceeding expectations</p> <p>For SSIP 2.0 districts, baseline data was captured in the fall of 2018. Comparison files were pulled in the fall of 2019. Decreases in performance for these districts are highlighted in red, while increases are highlighted in green.</p> <p><b>SSIP 2.0 Districts</b> (second year comparison data)  <b>Narratives: 48.54%</b> of files meeting or exceeding expectations  <b>Present Levels of Performance: 66.02%</b> of files meeting or exceeding expectations  <b>Measurable Annual Goals: 76.83%</b> of files meeting or exceeding expectations  <b>Accommodations/Modifications: 90.73%</b> of files meeting or exceeding expectations  <b>Testing Accommodations: 88.24%</b> of files meeting or exceeding expectations  <b>Services: 76.06%</b> of files meeting or exceeding expectations  <b>Transition Plans: 67.74%</b> of files meeting or exceeding expectations</p>
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			<p><b>Overall IEP and Procedures: 73.36%</b> of files meeting or exceeding expectations</p> <p><i>More information can be found in Figure 3.4 on page 30.</i></p>
<b>Outcomes Evaluation Questions</b>			
<p style="text-align: center;"><b>14</b></p> <p>(1.0 &amp; 2.0 Districts)</p>	<p>What is the change in the percent of students with an SLD in the general education setting 80% or more of the day?</p>	<p>There is no regression in the percentage of students with an SLD in general education 80% or more of the day within participating districts from the baseline school year to the end of each year of implementation.</p>	<p><b>SSIP 1.0 Districts</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline Data</b> <u>79.83% of students with an SLD in the general education setting 80% or more of the day as of Dec. 1, 2015.</u></li> <li>• <b>Data After Year 1 Implementation</b> <u>82.18% of students with an SLD in the general education setting 80% or more of the day as of May 1, 2017.</u></li> <li>• <b>Data After Year 2 Implementation</b> <u>82.30% of students with an SLD in the general education setting 80% or more of the day as of May 1, 2018.</u></li> </ul> <p><b>SSIP 2.0 Districts</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline Data</b> <u>79.83% of students with an SLD in the general education setting 80% or more of the day as of Dec. 1, 2017.</u></li> <li>• <b>Data After Year 1 Implementation</b> <u>85.04% of students with an SLD in the general education setting 80% or more of the day as of May 1, 2019.</u></li> </ul>

<p><b>15</b> (1.0 Districts)</p>	<p>What is the rate of improvement for those students identified with an SLD (will use sampling of students in participating schools) who are receiving instruction utilizing strategies to ensure special education is the most intensive intervention?</p>	<p>There is an increase in the rate of improvement on the universal screening data over the school year in which EBPs are implemented.</p>	<p>For the 28 SSIP 1.0 districts, universal screening data for 104 students was pulled from caseloads of teachers participating in all trainings on strategy two. Fall 2017 screening scores were compared to spring 2018 scores to determine change over the course of strategy implementation. <u>59.62% of the student records showed an increase in universal screener score over the 2017-18 school year; 23.08% showed a decrease in universal screener score; and 17.31% had universal screener scores that stayed the same.</u></p>
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**Overarching Evaluation Question—SiMR**

<p><b>16</b> (1.0 &amp; 2.0 Districts)</p>	<p>Is the percentage of students with an SLD in grades 3–8 scoring at or above <i>Approaching</i> on the statewide ELA assessment increasing?</p>	<p>There is an increase by three percent annually, based on baseline data, in the percentage of students with an SLD in grades 3–8 scoring at or above <i>Approaching</i> on the statewide ELA assessment.</p>	<p><b>SSIP 1.0 Districts</b>  <b>Year 1 – 2015-16:</b>            Due to issues with Tennessee’s assessment vendor in the 2015-16 school year (see “Data Quality Issues”), no comparisons will be available to conduct in year one of implementation. Assessment data from the 2016-17 school year will serve as the baseline.  <b>Year 2 – 2016-17:</b>            New Baseline: <u>36.31% of students with an SLD participating on the ELA 3-8 assessment were at or above “Approaching” (previously termed “basic”).</u>  <b>Year 3 – 2017-18:</b>  <u>36.51% of students with an SLD participating on the ELA 3-8 assessment were at or above “Approaching” (previously termed “basic”).</u></p>
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			<p><b>SSIP 2.0 Districts</b></p> <p><b>Year 1 - 2017-18:</b> <u>39.75% of students with an SLD participating on the ELA 3-8 assessment were at or above "Approaching" (previously termed "basic").</u></p> <p><b>Year 2 - 2018-19:</b> <u>40.44% of students with an SLD participating on the ELA 3-8 assessment were at or above "Approaching."</u></p>
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### Accessibility Report

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## Accessibility Report

Filename: SSIP Phase III - 4 FINAL\_TN - Accessible with Report.pdf

Report created by: [Enter personal and organization information through the Preferences > Identity dialog.]

### Summary

The checker found no problems in this document.

- Needs manual check: 0
- Passed manually: 2
- Failed manually: 0
- Skipped: 0
- Passed: 30
- Failed: 0

### Detailed Report

Rule Name	Status	Description
<a href="#">Accessibility permission flag</a>	Passed	Accessibility permission flag must be set
<a href="#">Image-only PDF</a>	Passed	Document is not image-only PDF
<a href="#">Tagged PDF</a>	Passed	Document is tagged PDF
<a href="#">Logical Reading Order</a>	Passed manually	Document structure provides a logical reading order
<a href="#">Primary language</a>	Passed	Text language is specified

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### Accessibility Report

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<a href="#">Primary language</a>	Passed	Text language is specified
<a href="#">Title</a>	Passed	Document title is showing in title bar
<a href="#">Bookmarks</a>	Passed	Bookmarks are present in large documents
<a href="#">Color contrast</a>	Passed manually	Document has appropriate color contrast

### Page Content

Rule Name	Status	Description
<a href="#">Tagged content</a>	Passed	All page content is tagged
<a href="#">Tagged annotations</a>	Passed	All annotations are tagged
<a href="#">Tab order</a>	Passed	Tab order is consistent with structure order
<a href="#">Character encoding</a>	Passed	Reliable character encoding is provided
<a href="#">Tagged multimedia</a>	Passed	All multimedia objects are tagged
<a href="#">Screen flicker</a>	Passed	Page will not cause screen flicker
<a href="#">Scripts</a>	Passed	No inaccessible scripts
<a href="#">Timed responses</a>	Passed	Page does not require timed responses
<a href="#">Navigation links</a>	Passed	Navigation links are not repetitive

### Forms

Rule Name	Status	Description
<a href="#">Tagged form fields</a>	Passed	All form fields are tagged
<a href="#">Field descriptions</a>	Passed	All form fields have description

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Accessibility Report

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**Alternate Text**

Rule Name	Status	Description
<a href="#">Figures alternate text</a>	Passed	Figures require alternate text
<a href="#">Nested alternate text</a>	Passed	Alternate text that will never be read
<a href="#">Associated with content</a>	Passed	Alternate text must be associated with some content
<a href="#">Hides annotation</a>	Passed	Alternate text should not hide annotation
<a href="#">Other elements alternate text</a>	Passed	Other elements that require alternate text

**Tables**

Rule Name	Status	Description
<a href="#">Rows</a>	Passed	TR must be a child of Table, THead, TBody, or TFoot
<a href="#">TH and TD</a>	Passed	TH and TD must be children of TR
<a href="#">Headers</a>	Passed	Tables should have headers
<a href="#">Regularity</a>	Passed	Tables must contain the same number of columns in each row and rows in each column
<a href="#">Summary</a>	Passed	Tables must have a summary

**Lists**

Rule Name	Status	Description
<a href="#">List items</a>	Passed	LI must be a child of L
<a href="#">Lbl and LBody</a>	Passed	Lbl and LBody must be children of LI

**Headings**

Rule Name	Status	Description
<a href="#">Appropriate nesting</a>	Passed	Appropriate nesting

