State Systemic Improvement Plan
Phase III – FFY 2017

Submitted to the

Office of Special Education Programs

U.S. Department of Education

Submitted to OSEP on April 1, 2019

Colorado Department of Education
Dr. Paul Foster, Executive Director
Exceptional Student Services Unit
www.cde.state.co.us

Contents

INTRODUCTION

This report will provide the reader with information regarding the current status of the implementation of the Colorado Department of Education's (CDE) Office of Special Education's State Systemic Improvement Plan (SSIP) which is focused on improving literacy knowledge and skills of students who are in kindergarten through third grade. This report primarily covers Year 3 of Phase III of the SSIP. (School Year 2017-2018)

To reacquaint the reader with the foundation of the SSIP developed in Phase I as well as some additional pertinent information from Phase II and III a brief summary has been included. For more in-depth information, we encourage the reader to review all of the reports which are available on the CDE website at: http://www.cde.state.co.us/cdesped/spp-apr

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

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

A. Overview of Phase III

Theory of Action for the State Systemic Improvement Plan

Figure 1: Theory of Action

State-identified Measurable Result is based upon this portion of the Theory of Action.

If we create an aligned professional learning system from pre-service learning at Universities – through initial licensure – to on-going professional development opportunities….

…and provide professional learning and technical assistance related to language and literacy instruction for current teams of Kindergarten – 3rd grade special educators, general educators, and leaders….

…and provide professional learning and opportunities to examine and use strategies to braid federal funds…

…then our pre-service candidates, newly licensed educators, and current educators will have increased knowledge and skills to teach language and literacy to K-3 students….

…then students who are in K-3 will improve their reading proficiency by the third grade.

ALIGNMENT

State-Identified Measurable Result

Students** in kindergarten, first, and second grades*** who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.

*Based upon the Structured Literacy Project – (**Measured by Improvement Strategy Two)**
** who attend one of the 19 SSIP project schools
***grade level cohorts will be added each year as students advance through third grade

Improvement Strategies

1. **Pre-Service Alignment**: In collaboration with key external stakeholders, Colorado Institutes of Higher Education (IHEs), we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers to improve the professional learning infrastructure of the State. Long term we expect to see an impact statewide in improved literacy data after pre-service candidates have completed the aligned programming and induction recommendations for new teachers are aligned to pre-service completion.

2. **In-Service Professional Learning**: In collaboration key stakeholders across the State Education Agency, Districts, and 19 Schools that are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten, first, and second grade general educators and related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction. We expect to see improved K-3 DIBELS data in the partner schools as demonstrated by students moving towards and maintaining "benchmark." Long term we expect a reduction in the number of students identified with a Significant Reading Deficiency (SRD) and improved proficiency on the 3rd grade statewide assessment for matched cohorts.

3. **Leveraging Funds:** In collaboration with key stakeholders in the Unit of Federal Programs Administration (UFPA), districts, and participating schools, we will provide professional learning and opportunities to examine and use strategies for allowable uses of supplemental federal funding to meet the needs of high risk students, especially students with disabilities. We expect to see improved literacy data as schools and districts utilize strategies that address comprehensive systemic improvement to meet the needs of students who are at risk of failure.

Measurable Targets

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

Table 1: Baseline and Targets for the number of students scoring in the "well-below benchmark" range at EOY should be "equal to" or "less than" the target.

SiMR: Students identified at the beginning of the school year (BOY) as "Well-Below Benchmark" according to the *DIBELS Next*© Assessment, will improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year (EOY) in the "Well-Below Benchmark" range.						
Grade Level	<u>Baseline</u> Beginning of Year Sept. 2014	Target (End of Year 2015) Pilot Year: FFY 2014	Target (End of Year 2016) FFY 2015	Target (End of Year 2017) FFY 2016	Target (End of Year 2018) FFY 2017	Target (End of Year 2019) FFY 2018
K	28.00%	-	≤15.00%	≤13.00%	≤12.00%	≤11.00%
1	26.34%	≤23.00%	≤21.00%	≤19.00%	≤18.50%	≤18.00%
2	20.16%	-	-	-	≤16.50%	≤16.00%
3	23.46%	-	-	-	-	≤16.50%

Actual Data for FFY 2017

Table 2: Actual Data for FFY 2017 showing the number of students scoring in the "well-below benchmark" range at Beginning of Year and End of Year, the target for FFY 2017, and whether the target was met

SSIP Project Grade Level (Matched Cohorts)	Actual Data: percentage of students scoring in the "Well Below Benchmark" range at the BOY during 2017-2018 SY	Actual Data: percentage of students scoring in the "Well-Below Benchmark" range at the EOY during 2017-2018 SY	Target EOY FFY 2017	Was the target met?
Kindergarten (n=929)	32% (n=293)	5% (n=49)	≤12.00%	Yes
First Grade (n=951)	25% (n=237)	14% (n=130)	≤18.50%	Yes
Second Grade (n=1001)	21% (n=212)	14% (n=141)	≤16.50%	Yes

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

a. Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed (Narrative discussion of Improvement Strategy 2, which the State-identified measurable result is based upon, begins on page 34.)

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

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

Improvement Strategy One

In collaboration with key external stakeholders, Colorado Institutes of Higher Education (IHEs), we will evaluate, adjust and align the pre-service literacy education of future elementary principals, K-6 teachers, and special education teachers.

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

Table 3: Improvement Strategy One, Goal 1

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status	Output
Objective 1: ENGAGE STAKEHOLDERS Collaborate with various Colorado stakeholders to generate a list of promising practices in teacher preparation regarding best first instruction, assessment methods, and the use of scientifically- and evidence-based intervention strategies to address significant reading deficiencies.	**Task 1:** Survey traditional and alternative teacher preparation program faculty regarding teacher candidates' literacy instruction and field experiences.		*Survey Committee:* Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce, Miki Imura, Faye Gibson	April 2017	**Completed**	**Completed Report** **Appendix A, Phase III, FFY 2016 Report (pg. 70)**
		Activity 1: Develop a survey of methods course work and practicum requirements.		September 2016	**Completed**	
		Activity 2: Disseminate survey to traditional and alternative teacher prep program faculty.		October 2016	**Completed**	
		Activity 3: Collect, collate, and analyze data to identify where prep coursework aligns with literacy practices identified in Task 1.	Qualitative Analyst: Augenblick, Palaich and Associates	October 2017	**Completed**	
	Task 2: Engage community stakeholders through focus groups (e.g., non-profits, BOCES, districts, families) to gather feedback regarding how well new PK-12 special education teachers and new PK-6 general education teachers are prepared for the (literacy) reform expectations for which Colorado educators are held accountable.		*Survey Committee:* Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce	February-March 2017	**Completed**	

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
	Activity 1: Develop focus group protocols for community stakeholders.		September 2016	**Completed**	
	Activity 2: Conduct focus groups with community stakeholders. • Teachers • Principals • Parents • Directors of Special Education • Literacy Instructional Coaches	Faye Gibson and Wendy Sawtell	February-April 2017	**Completed**	
	Activity 3: Collect, collate, and analyze data from community stakeholder feedback.	Qualitative Analyst: Augenblick, Palaich and Associates	October 2017	**Completed**	
	Task 3: Create rough draft of strengths and opportunities for growth; the state of literacy (teacher) preparation in Colorado.		May 2017	**Completed**	
	Task 4: Present results to Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, Colorado Department of Education Educator Licensing Unit, and other stakeholder groups (e.g., superintendents, principals, directors of special education) along with draft rubrics for outcomes/competencies in content knowledge and practices for teachers.		Fall 2018	**In Process** – This work will be rolled into CEEDAR 2.0	
Objectives	**Tasks**	**Lead/Responsible Parties**	**Due Date**	**Status**	**Output**
Objective 2: DEFINE LITERACY CONTENT KNOWLEDGE Draft list of outcomes/compete	**Task 1:** Identify scientifically- and evidence-based practices for literacy using national and Colorado resources (e.g., International Dyslexia Association, International Literacy Association, CEEDAR Innovation Configuration, READ Act, CDE literacy framework rubric, community and family partnership tools, early learning and development guidelines, Literacy	*Literacy Committee:* Donna Bright, Ellen Hunter, Barb Johnson, Alisa Dorman, Ellen Spitler, Barbara Frye, Leslie Grant	July 2016	**Completed**	**Completed Document** **Literacy Content Knowledge, Skills, and**

ncies that convey the (literacy) content knowledge expected of teacher candidates upon completion of special education, early childhood, and elementary teacher preparation programs.	Research Association, CO Competencies for Early Childhood Educators and Administrators, etc.)				**Practices Available in Phase III, FFY 2016 Report (pg. 92)**
	Task 2: Engage traditional and alternative teacher preparation program leaders in creating developmentally appropriate expectations regarding literacy (academic) content knowledge.	Faye Gibson and Wendy Sawtell	Summer 2017	**Completed**	
	Activity 1: Utilize the CO State Model Rubric to craft basic-exemplary categories reflective of demonstrable literacy mastery at program completion-the student teaching apprenticeship (Quality Standard I-Element B: Teachers demonstrate knowledge of student literacy development in reading, writing, speaking, and listening).	Toby King	May 2017	**Completed**	**Field Supervisor / Student Teacher Reflection Tool Available in Phase III, FFY 2016 Report (pg. 95**
	Activity 2: Gather feedback from CDE Literacy Office, Educator Effectiveness Office, Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Early Learning and School Readiness).		July 2017	**Completed**	
	Activity 3: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Service Supervisors	Sept. 2017 – May 2018	**Completed**	
Objective 3: DEFINE LITERACY SKILLS AND PRACTICES Draft list of outcomes/compete ncies that convey the scientifically- and evidence-based	**Task 1:** Identify scientifically- and evidence-based practices for literacy using national and Colorado resources (e.g., International Dyslexia Association, International Literacy Association, CEEDAR Innovation Configuration, READ Act, CDE literacy framework rubric, community and family partnership tools, early learning and development guidelines, Literacy Research Association, CO Competencies for Early Childhood Educators and Administrators, etc.) (Appendix C)	*Literacy Committee:* Donna Bright, Ellen Hunter, Barb Johnson, Alisa Dorman, Ellen Spitler, Barbara Frye, Leslie Grant	July 2016	**Completed**	

practices in literacy instruction, assessment, and interventions expected of teacher candidates upon completion of special education, early childhood, and elementary teacher preparation programs.	**Task 2:** Engage traditional and alternative teacher preparation program leaders in creating developmentally appropriate expectations regarding *instructional delivery for all students in literacy.*	Faye Gibson and Wendy Sawtell	Summer 2017	**Completed**	
	Activity 1: Utilize the CO State Model Rubric to craft basic-exemplary categories reflective of demonstrable inclusive and differentiated literacy instructional practices at program completion-the student teaching apprenticeship (Quality Standard I-Element D: Teachers demonstrate knowledge of the…appropriate evidence-based practices and specialized character of the disciplines being taught; Quality Standard II- Element D-Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels; Quality Standard IV – Element A-Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice.)		May 2017	**Completed**	
	Activity 2: Gather feedback from CDE Literacy Office, Educator Effectiveness Office, Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Office of Learning Supports).		July 2017	**Completed**	
	Activity 3: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Service Supervisors	Sept 2017 – May 2018	**Completed**	
	Task 3: Engage traditional and alternative preparation program leaders in creating developmentally appropriate expectations around *literacy assessment and intervention for all students.*	Faye Gibson and Wendy Sawtell	December 2017	**Completed**	

		Activity 1: Utilize state-approved lists and guidelines to inform the crafting of expected program-completer understandings and demonstrated use of <u>assessment</u> and <u>differentiated assessment pathways for SWDs.</u>		Summer 2017	**Completed**
		Activity 2: Utilize state-approved lists and guidelines to inform the crafting of expected program-completer understandings and demonstrated use of <u>intervention</u>		August-December 2016	**Completed**
		Activity 3: Gather feedback from key stakeholders CDE Literacy Office, Educator Effectiveness Office, Colorado Council of Deans of Education, Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., Assessment Unit, Office of Learning Supports, Low Incident Advisory Committees, SLD Advisory Committee).		June 2017	**Completed**
		Activity 4: Field test (pilot) the expected competencies rubric with university supervisors and/or cooperating teachers.	IHE Field Supervisors	Sept 2017 – May 2018	**Competed**

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

Table 4: Improvement Strategy One, Goal 2

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Collaborate with diverse Colorado stakeholders to generate list of promising practices that build the capacity of aspiring educational leaders to recognize (best first) literacy instruction, assessment methods, and scientifically- and evidence-based intervention strategies to address significant reading deficiencies.	**Task 1:** Survey traditional and alternative programs regarding the development of principal candidates' competency in evaluating teachers' literacy practices.		*Survey Committee:* Brian Sevier, Margaret Scott, Wendy Sawtell, Corey Pierce	Completed by April 2017	**Completed**	**Completed Report** **Available in Phase III, FFY 2016 Report (pg. 70)**
		Activity 1: Develop survey of methods course work and practicum requirements and disseminate survey to traditional and alternative teacher preparation program faculty. Discuss initial results of the faculty Surveys.		November 2016	**Completed**	
		Activity 2: Identify where prep coursework aligns with literacy reforms and tools (e.g., READ Act, CDE literacy framework rubric, State Model Evaluation Rubric, community and family partnership tools, etc.) (Quality Standard II - ELEMENT E - Principals demonstrate a rich knowledge of effective instructional practices, as identified by research on best practices, in order to support and guide teachers in data-based decision making regarding effective practices to maximize student success.)	Toby King	April 2017	**Completed**	
		Activity 3: Collect, analyze, and collate data.		May 2017	**Completed**	
	Task 2: Create rough draft of strengths and opportunities for growth; the state of literacy (principal) preparation in Colorado.		*Survey Committee:* Brian Sevier, Margaret Scott,	May 2017	**Completed**	

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
		Wendy Sawtell, Corey Pierce			
	Task 3: Present results to Colorado Council of Deans of Education (CCODE), Colorado Special Education Advisory Committee, and other stakeholder groups (e.g., superintendents, principals, and teachers).		Fall 2018	**In Process** - This work will be rolled into CEEDAR 2.0	

Alignment of Professional Learning Systems

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

Table 5: Improvement Strategy One, Goal 3

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Utilizing the inventories of preparation practices and expected competencies developed for the Teacher and Leader Preparation Development, review and provide recommendations to CDE.	**Task 1:** CSLT will develop recommendations for the proposed Colorado model induction program guidelines.	*Induction Committee:* Kim Watchorn, Toby King, Faye Gibson, Wendy Sawtell, Laura Marshall, Mary Bivens, Jenn Weber, Jen Simons	Fall 2018 / Spring 2019 *Updated timeline.*	**In Process** **Revisiting this goal during CEEDAR 2.0, Fall 2018, to determine if this goal will be included in next blueprint.**	**Recommendations**

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
	Task 2: Provide recommendations to the CDE Educator Talent Unit		Fall 2018/Spring 2019 *Updated timeline.*	**In Process**	

Educator Preparation Program Approval/Evaluation

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

Table 6: Improvement Strategy One, Goal 4

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Determine the efficacy of state reauthorization in the continuous cycle of program improvement for traditional (IHE) and alternative preparation education programs.	**Task 1:** Collaborate with traditional and alternative preparation program leaders in order to understand the actionable take-aways from program reauthorization and site visits.	Not assigned yet	*Updated timeline.*	**Not Started** **Revisiting this goal during CEEDAR 2.0, Fall 2018, to determine if this goal will be included in next blueprint.**	TBD
	Activity 1: Develop focus group protocols (IHE and alternative) to collect specific evidence/ experiences/ examples relative to			**Not Started**	

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
	the utility of data or feedback garnered from the existing reauthorization process.				
	Activity 2: Engage focus groups in discussions of possible ways to improve the process, possible forms of feedback with more practical potential (with respect to improving literacy instruction preparation).			Not Started	
	Task 2: Determine the role and perspectives of CDHE and CDE offices/staff members in relation to the existing reauthorization process.			Not Started	
	Activity 1: Conduct focus groups with state staff/offices (e.g., CDE Office of Literacy, Office of Standards and Instruction, Office of Licensure) to assess strengths and limitations.			Not Started	
	Activity 2: Engage focus groups in discussions of possible ways to improve the process, possible practices and measures in ascertaining educator program quality (with respect to literacy instruction preparation) and suggesting opportunities for improvement.			Not Started	
	Task 3: Draft document that details the existing perceptions of the usefulness of the state reauthorization process from the lenses of both the "reviewed" and "reviewer".			Not Started	
	Activity 1: Present results to stakeholders across the preparation field (CDHE and CDE offices, CCODE, community groups, etc.) to inform			Not Started	

SSIP Implementation Progress

Improvement Strategy Two

In collaboration key stakeholders across the State Education Agency, Districts, and 21 Schools who are participating in a Structured Literacy Project, we will coordinate and deliver literacy training, professional learning, coaching, and mentoring for elementary school instructional leaders, special educators, kindergarten and first grade general educators, and elementary related service providers with a strong emphasis on follow-up and feedback to inform literacy instruction.

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

Table 8: Improvement Strategy Two, Goal 1

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status / Completion Date	Output
Objective 1: Identify partner schools and secure approval from District and School leadership in order to provide job embedded coaching, frontloaded TA, and just- in-time professional learning for elementary school principals and teachers.	**Task 1**: Secure agreement from District and School leadership for schools to be in the Structured Literacy Project.	Ellen Hunter and Barb Johnson	August 15, 2018 (annual completion)	**In Process (On-going)**	**Structured Literacy Routine**
	Return to Report Activity 1: Determine school selection criteria. Select and contact potential schools.		June 10, 2016	**Completed**	**Sample documents available in Phase III, FFY 2015 Report (pg. 108)**
	Activity 2: Meet with interested District and School leadership teams to discuss project requirements and expectations, and conduct a Project School Readiness Assessment, and invite recommended schools to participate in Project.		October 14, 2016	**Completed**	
	Activity 3: Secure the Literacy Collaborative Agreements for all participating schools. (Memorandum of Understanding)		August 15, 2018	**In Process (This is gathered annually)**	

Objective 2: Build capacity of State staff to meet project expectations and requirements.	**Task 1**: Hire seasoned coaches with deep understanding of scientifically-based-reading research and instruction as well as primary and/or special education teaching experience.		Faye Gibson, Ellen Hunter, and Barb Johnson	December 16, 2016	**Completed**
		Activity 1: Update job description and post positions to the CDE website.		June 24, 2016	**Completed**
		Activity 2: Interview candidates with minimum skill set. Select and offer employment to chosen candidates.		December 16, 2016	**Completed**
	Task 2: Develop capacity of literacy coaches in CDE policies and procedures, project goals and expectations; provide professional learning in the Structured Literacy Routine and coaching.		Ellen Hunter and Barb Johnson	June 28, 2019	**In Process (On-going)**
		Activity 1: Attend professional learning events with assigned schools to develop relationships with teachers and learn the Structured Literacy Routine.	Literacy Coaches	June 28, 2019	**In Process (On-going)**
		Activity 2: Attend monthly literacy coach meeting to build capacity and engage in peer-to-peer discussions.		June 28, 2019	**In Process (On-going)**
Objective 3: Plan, prepare, and deliver a detailed budget and materials for one year's implementation of Phase III of the Structured Literacy Project.	**Task 1:** Plan and develop a budget itemizing teacher, principal, and leadership team training and materials required throughout the 2018-2019 school year for the Phase III schools.		Faye Gibson, Ellen Hunter, and Barb Johnson	April 13, 2018	**Completed**
		Activity 1: Develop year three blueprint for Phase III Structured Literacy Project Schools' professional learning needs, including classroom instructional materials for every participating teacher.		April 19, 2018	**Completed**

	Activity 2: Purchase Project supplies and instructional materials for K-3 classroom teachers.		July 31, 2018	**Completed**
Task 2: Prepare the training materials and agendas for training Kindergarten, first, and second grades, special education and intervention teachers in the evidence-based Structured Literacy Routine.		Ellen Hunter and Barb Johnson	August 5, 2017	**Completed**
	Activity 1: Modify the Structured Literacy Project scope and sequence for Kindergarten and first-grade, and create for second grade.		August 5, 2017	**Completed**
	Activity 2: Create a crosswalk for 10 of the schools using McGraw-Hill *Wonders* as their core literacy resource.		August 5, 2016	**Completed**
	Activity 3: Update a Structured Literacy Project lesson planning template to be used by all teachers to plan daily lessons.		August 5, 2017	**Completed**
Task 3: Research virtual coaching platforms for consideration to implement as one method to address sustainability and scalability.		Ellen Hunter and Barb Johnson	October 28, 2017	**Completed**
	Activity 1: Evaluate a variety of virtual coaching software programs based upon the Structured Literacy Project's needs.		February 22, 2017	**Completed**
	Activity 2: Prepare and submit a Request for Proposal. Evaluate any submissions for alignment to project needs.		November 15, 2017	**Based upon project "lessons-learned" we determined not to go with scale up to 100% virtual**

					Status	Output
					coaching model at this time. Instead there are ongoing stakeholder discussions regarding a blended learning model.	
		Activity 3: Select vendor to provide virtual coaching platform for Structured Literacy Project.			**N/A**	

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

Table 9: Improvement Strategy Two, Goal 2

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Build capacity of newly hired school teachers though implementation of a new summer school offering to	**Task 1:** Provide professional learning for the new educators at the partner schools	Ellen Hunter and Barb Johnson	July 28, 2019	**In Process (On-going)**	**Sample documents available in Phase III, FFY 2015 Report**

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status	Output
maintain sustainability in schools.		**Activity 1:** Create a draft blueprint for the proposed summer school, solicit feedback for blueprint improvement from district/school leadership, and secure approval from the collaborating school district.		June 23, 2016	**Completed**	**(pg. 108)**
		Activity 2: Develop MOU with the district addressing school host responsibilities and CDE literacy specialist's delivery of Structured Literacy Routine during summer school.		June 30, 2016	**Completed**	
		Activity 3: Provide pilot school teachers with additional staff consultation and professional learning on implementing the Structured Literacy Routine in their classrooms during the upcoming school year.		July 28, 2016	**Completed**	
Objective 2: Conduct a baseline for additional measure as a needs assessment to identify professional learning needs of teachers across all of the Project schools.	**Task 1:** Use the Teacher Knowledge Survey that includes the most essential tasks to determine teachers' foundational literacy knowledge.		Ellen Hunter, Barb Johnson, and Literacy Coaches	May 2019	**In Process (On-going)**	
		Activity 1: Update the Teacher Knowledge Survey utilized in the pilot project.		August 11, 2016	**Completed**	
		Activity 2: Give survey to every participating teacher and analyze results to identify baseline knowledge gaps for the development of targeted professional learning.		May 2019	**In Process (On-going)**	
		Activity 3: Develop a schedule of formal professional learning opportunities.		August 15, 2018	**In Process (On-going)**	

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 3: Ensure the teachers use the DIBELS Next tool accurately and adhere to the progress monitoring schedule established through the Office of Literacy's Early Literacy Assessment Tool Project.	**Task 1:** Coordinate with Amplify, the vendor contracted by CDE to educate end users, to provide PL on proper DIBELS administration procedures.	Ellen Hunter and Barb Johnson	July 28, 2019	**In Process (On-going)**	
	Task 2: Work with teachers to develop progress monitoring schedule for each child based upon beginning (BOY) and middle of year (MOY) assessment data.	Literacy Coaches	July 28, 2019	**In Process (On-going)**	
Objective 4: Ensure that the basic Structured Literacy Routine is implemented in all participating kindergarten and first-grade classrooms.	**Task 1:** Develop and provide initial professional learning for Structured Literacy Routine for all participating teachers.	Ellen Hunter, Barb Johnson, and Literacy Coaches	July 28, 2019	**In Process (On-going)**	
	Activity 1: Conduct 7 two-day professional learning sessions hosted by partner districts.		September 15, 2018	**In Process (On-going)**	
	Activity 2: Provide participants with all teacher resources required to implement the Structured Literacy Routine.		September 15, 2018	**In Process (On-going)**	
	Activity 3: Provide initial implementation coaching, modeled Structured Literacy lessons, use of evidence-based practices, and classroom and individual consultation.		September 15, 2018	**In Process (On-going)**	
	Activity 4: Evaluate classroom and school instructional resources and purchase necessary items.		July 28, 2018	**In Process (On-going)**	
	Activity 5: Gather baseline data of initial classroom implementation of the Structured Literacy Routine.	Literacy Coaches	September 15, 2018	**In Process (On-going)**	
	Task 2: Coach teachers to implement the Structured Literacy Routine in targeted, flexible small-group settings.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2018	**In Process (On-going)**	

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
	Task 3: Coach teachers to create visual displays and/or data walls to inform instruction in each school participating in the Structured Literacy Project.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2018	**In Process (On-going)**	
Objective 5: Evaluate the embedded coaching program using teacher perception surveys.	**Task 1:** Provide teachers with link to Concerns Based Adoption Model (CBAM) Stages of Concern Questionnaire, review results, and identify new coaching strategies to use with teachers.	Wendy Sawtell and Miki Imura	**This tool did not provide enough new data for the embedded coaches to warrant the request for teachers to take time complete this survey. It was eliminated from our data collection.**		
	Task 2: Provide teachers with a link to the *Embedded Coaching Survey* to determine perceived effectiveness of the embedded coaching, review results, and make changes based upon stakeholder feedback to improve coaching practices.	Wendy Sawtell, Miki Imura, Ellen Hunter, and Barb Johnson	June 28, 2018	**In Process (On-going)**	
Objective 6: Increase teacher knowledge of foundational literacy and scientifically-based reading instruction.	**Task 1:** Provide professional learning and coaching at school and individual level to continue building teacher capacity in understanding the underlying research that informs the use of the Structured Literacy Routine.	Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	**In Process (On-going)**	
		Activity 1: Schedule and deliver PL to teams of educators with similar needs.	June 28, 2019	**In Process (On-going)**	
		Activity 2: Provide embedded coaching to individual teachers to address specific areas of need.	June 28, 2019	**In Process (On-going)**	
	Task 2: To meet the needs of the cohort of students currently in grade one, provide professional learning to second grade teachers in the Structured Literacy Routine for implementation during the 2017-2018 school year.	Ellen Hunter, Barb Johnson, and Literacy Coaches	September 30, 2017	**Completed**	

Objectives		Tasks	Lead/Responsible Parties	Due Date	Status	Output
		Activity 1: Develop schedule and deliver PL training in Spring/Summer 2017.		June 9, 2017	**Completed**	
		Activity 2: Purchase and provide participants with all teacher resources required.		July 30, 2017	**Completed**	

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

Table 10: Improvement Strategy Two, Goal 3

Objectives		Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Evaluate the Structured Literacy Project Schools' overall literacy programing.		**Task 1:** Gather baseline data of participating schools' current effectiveness in comprehensive literacy programming. *(Universal Instruction, Interventions, Assessment, School Leadership Team, Professional Development, Data-Based Decision Making, and Community and Family Involvement)*	Ellen Hunter, Barb Johnson, and Literacy Coaches	September 2018	**In Process (On-going)** Baseline for grades are gathered prior to the Project being introduced into the grade.	**Structured Literacy Routine**
		Activity 1: Complete the *Literacy Evaluation Tool* (*LET- Long Form*), based on their knowledge of each of their assigned school's overall literacy programing.		June 28, 2019	**In Process (On-going)**	**Sample documents available in Phase III, FFY 2015 Report (pg. 108)**
		Activity 2: Complete the *Literacy Evaluation Tool* (*LET- Short Form*), collaboratively with each building principal.		June 28, 2019	**In Process (On-going)**	
		Activity 3: Analyze LET evaluation data to identify and prioritize areas of initial strength and challenge in each of their assigned schools.		June 28, 2019	**In Process (On-going)**	
		Activity 4: Analyze usage of time in coach logs to evaluate activities with high impact on		June 28, 2019	**In Process (On-going)**	

		student achievement.			
Objective 2: Increase instructional leadership in the area of comprehensive literacy programing.	**Task 1:** Form strong collaborative relationships with building principals and develop their understanding of project goals and expectations.		Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	**In Process (On-going)**
	Task 2: Provide professional learning and coaching for instructional leaders to oversee the delivery of language and literacy instruction in their schools.		Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	**In Process (On-going)**
		Activity 1: Create classroom / teacher observation forms to enhance Principal literacy knowledge and active participation in supporting the effective implementation of the Structured Literacy Routine.	Ellen Hunter and Barb Johnson	September 9, 2016	**Completed**
		Activity 2: Ensure consistent utilization of the observation form with Principal feedback on teacher progress.	Literacy Coaches	June 28, 2019	**In Process (On-going)**
		Activity 3: Evaluate need and interest for principal symposium during summer 2018.	Ellen Hunter and Barb Johnson	April 7, 2018	**In Process**
	Task 3: Provide coaching on master scheduling that allow for targeted small-group instruction, effective use of staff time (e.g., flooding models, use of push-in instructional models), and deep analysis of progress-monitoring data.		Ellen Hunter, Barb Johnson, and Literacy Coaches	June 28, 2019	**In Process (On-going)**
Objective 3: Provide literacy engagement activities with families and within the broader school community.	**Task 1:** Create and implement a series of parent activities and events, and family-friendly materials for home use with student(s).		Literacy Coaches	Ongoing June 28, 2019	**In Process**
		Activity 1: Develop take home materials according to the scope and sequence of the Structured Literacy Routine.	Literacy Coaches	June 2, 2017	**In Process**
		Activity 2: Plan and schedule event(s) to engage families and the broader community in the comprehensive literacy programing at each partner school.	Literacy Coaches	On-going June 28, 2019	**In Process**

SSIP Implementation Progress

Improvement Strategy Three

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

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

Table 11: Improvement Strategy Three, Goal 1

Objectives	Tasks		Lead/Responsible Parties	Due Date	Status	Output
Objective 1: We will examine the practice of braiding federal funds in order to strengthen the delivery of a coordinated set of services and activities for students with disabilities.	**Task 1**: In collaboration with Directors of Title I and Special Education examine current trends, allowable uses, and processes to consider any recommendations for adjustment.		Barb Goldsby	February 28, 2018	**Completed**	**Alignment Document (Not Started)** *Please Note: New date TBD – this output activity will become part of our systems alignment work through ESSA.*
		Activity 1: Examine trends in finance reform and guidelines.		December 15, 2017	**Completed**	
		Activity 2: In collaboration, ESSU & UFPA will hold the second annual Excellence and Equity Conference for multiple stakeholders.	Faye Gibson, Wendy Sawtell, Jennifer Simmons	November 4, 2016	**Completed**	
		Activity 3: Develop a crosswalk of allowable use of funds.		TBD	**Not Started – See Output Note**	

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

Table 12: Improvement Strategy Three, Goal 2

Objectives	Tasks	Lead/Responsible Parties	Due Date	Status	Output
Objective 1: Develop and fund a collaborative grant opportunity in order to pilot braiding strategies designed to strengthen the delivery of services for students who are at risk of failure.	**Task 1**: Develop criteria and award grant for pilot braiding project (Funding period for cohort one is January 2016 – June 2018). Grant based upon High Achieving School (HAS) study jointly conducted by UFPA and ESSU in 2015-2016.	Nazanin Mohajeri-Nelson, Sarah Cohen	October 23, 2015	**Completed**	**Connect For Success Strategy** **Sample documents available in Phase III, FFY 2015 Report (pg. 216)**
	Activity 1: Notify eligible Title I schools of the Request for Proposal, review applications, award grants.	Nazanin Mohajeri-Nelson	August, 2018	**In Process (On-going)**	
	Activity 2: Hire an Exceptional Students Service Unit (ESSU) Implementation Manager to coordinate grant.	Wendy Sawtell	January 11, 2016 Second coach was hired August 2017 as the program is expanding.	**Completed**	
	Task 2: Provide technical assistance for grant recipients during initial planning phase.	Nazanin Mohajeri-Nelson, Sarah Cohen, Carla McGuane, CfS Team	June 28, 2019	**In Process (On-going for each additional cohort added)**	
	Activity 1: Coordinate kickoff event for 20 district and school leadership teams.		June 28, 2019	**In Process (on-going)**	
	Activity 2: Provide training for District/School Implementation Coaches.		June 28, 2019	**In Process (On-going)**	
	Activity 3: Coordinate UFPA/ESSU collaborative teams for on-site school visits.		June 28, 2019	**In Process (On-going)**	

		Provide reports with areas of strengths and recommendations.			
		Activity 4: Coordinate grantee school visits to High Achieving Schools (HAS)**.**		June 28, 2019	**In Process (On-going)**
		Activity 5: Review and approve schools' Connect for Success budgets and plans of action.		June 28, 2019	**In Process (On-going)**
	Task 3: Provide technical assistance for grant recipients during implementation phase.		Nazanin Mohajeri-Nelson, Laura Meushaw, Carla McGuane, Stephanie VanMatre	June 28, 2019	**In Process (On-going with each new cohort)**
		Activity 1: Coordinate networking and planning event for 20 district / school leadership teams.		June 28, 2019	**In Process (On-going)**
		Activity 2: Provide ongoing technical assistance from CDE Implementation Lead (2016-2017) for District/School implementation coaches.		June 28, 2019	**In Process (On-going)**
		Activity 3: Develop Tool for quarterly progress reports. Review grantee progress.		June 28, 2019	**In Process (On-going)**
	Task 4: Repeat process for Cohort grantee recipients beginning with awarding grants to 8 new schools. (Funding period for cohort two is January 2017 – June 2019). **Cohort 3: The Connect for Success grant is now embedded in the Colorado ESSA plan and is being offered to schools identified for Comprehensive and/or Targeted support.** (Funding period for cohort three is January 2018 – June 2020).		Nazanin Mohajeri-Nelson, Laura Meushaw, Wendy Sawtell, Carla McGuane, Stephanie VanMatre	June 28, 2019	**In Process (On-going for each new cohort)**

		Activity 1: Review what worked and did not work with cohort one and make adjustments as needed. (Expectations, Processes and Timelines)	Nazanin Mohajeri-Nelson	June 28, 2019	**In Process (On-going)**
		Activity 2: Hire additional part-time CDE Implementation Lead to coordinate grant.	Wendy Sawtell	May 15, 2017	**Completed**
Objective 2: Evaluate the impact on student outcomes in schools participating in the Connect for Success collaborative grant.		**Task 1:** Determine baseline of each new cohort. (Statewide assessment, School Performance Framework, READ Act).	Nazanin Mohajeri-Nelson	June 28, 2019 **COHORT 3 ADDED Jan 2018**	**In Process (On-going)**
		Task 2: Collect and analyze annual progress of cohort one. (Statewide assessment, School Performance Framework, READ Act)	Nazanin Mohajeri-Nelson	June 28, 2019	**In Process (On-going)**
		Task 3: Repeat baseline process for each additional cohort.	Nazanin Mohajeri-Nelson	June 28, 2019	**In Process (On-going)**
		Task 4: Repeat analysis process of impact for cohort two.	Nazanin Mohajeri-Nelson	June 28, 2019	**In Process (On-going)**
		Task 5: Prepare final report for Phase III SSIP of collaborative grant opportunity regarding braiding strategies designed to strengthen the delivery of services for students who are at risk of failure.	Nazanin Mohajeri-Nelson	July, 2019	**Not Started**

2. **Description of Stakeholder Involvement in SSIP Implementation and Evaluation**
   (discussion is woven throughout the narrative portions of this entire report to address the following elements)
   a. **How stakeholders have been informed of the ongoing implementation of the SSIP**
   b. **How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP**
   c. **How stakeholders have been informed of the ongoing evaluation of the SSIP**
   d. **How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP**

Throughout the development and implementation of our plan, our stakeholders (e.g., educators, administrators, advocates, higher education leaders) have remained steadfast in their emphasis that students with disabilities are general education students first. They continue to communicate their expectations that our improvement strategies remain focused on emphasizing best first instruction in the general education environment. Throughout the entire process stakeholders have participated in decision-making and informed of the progress through ongoing stakeholder meetings, email, and web postings. It has been exciting to see the crossover work between the state plan for the Every Student Succeeds Act and the State Systemic Improvement Plan. Intentional focus in the target areas are leading to new alignment at the SEA that is improving coordination of technical assistance and professional learning provided to the field.

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

Improvement Strategy One continues to be focused on aligning language and literacy instruction in pre-service education through induction opportunities and on-going professional learning of newly licensed educators. As co-recipients of a grant from the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, our primary stakeholders include three Institutes of Higher Education (IHE), the University of Northern Colorado, Metropolitan State

University of Denver, and the University of Colorado at Colorado Springs. Regis University has been an additional partner, although not a part of the original CEEDAR grant, since the beginning of the work.

In January 2018, the CEEDAR Center was refunded and through evaluation and our own self-reflection on the previous year we recognized we had only begun to scratch the surface of what could be accomplished. During the Spring of 2018, while CEEDAR narrowed their focus regarding the new round of Technical Assistance from CEEDER, we also looked at the state of our State and considered next steps. As we enter CEEDAR 2.0 in the Fall of 2018, we will be reaching out to every College and

University that prepares teachers to invite them to be a part of the project. Also, based upon stakeholder feedback from the University partners, the Colorado State Leadership Team (CSLT) intends to open up the focus to any Innovation Configuration that a partner University chooses to complete. In addition to SEA members, current stakeholder representatives on the CSLT include Deans, Assistant Deans, Department Chairs, and Faculty who teach language and literacy to pre-service candidates. Additionally, a member of the Colorado Special Education Advisory Committee is a member of the CSLT and brings representation for parents and students with disabilities. Finally, we have had the Academic Policy Officer for Educator Preparation from the Colorado Department of Higher Education join the stakeholder team as well in December 2017.

As we move along the collaboration continuum towards transformational engagement, the CSLT has engaged in several activities together. Together we conducted a pilot an observation/reflection tool during the 2017-2018 school year. Initial feedback from stakeholders does indicate that it was a lot of extra work on top of the already required University observation. The CSLT is recommending Universities to consider adopting the reflection tool in place of current observation tools for literacy instruction.   Additionally, it was noted that the components of literacy "look fors" were so dependent on what their district/school/teacher had in place that they didn't reflect much of what the student was teaching in their 20-30 min lesson. This speaks to the need for the in-service, partner teachers to also reflect and modify instructional practices as needed.

Stakeholder feedback regarding the post observation conference protocol indicates it was very helpful. Faculty selected guiding questions to ask based on strengths and needs observed during the observation. One professor had pre-service candidates write responses based on these questions in-class as they reflected on the literacy lessons taught.   Another used the Part 1 Conditions for Effective Literacy Instruction (*Available in SSIP Phase III, Year II Report, pg. 95*) for students to consider the classrooms they are in. Feedback on Part 2 indicates that it was too much for the current pre-service candidates to evaluate independently, so instead the professor and whole class went through it together and engaged in thoughtful discussion.

As mentioned last year, based upon input from our stakeholders, CDE added a Higher Education strand to our annual READing Conference which hosted over 700 PreK-12 teachers and leaders, as well as many IHE leaders and faculty from across the state in October 2017. Multiple faculty and leaders from Colleges and Universities across the state participated in the conference. We held a specific CEEDAR strand that led to increased awareness of the work and we anticipate will be one trigger that encourages additional Universities to join in CEEDAR 2.0.

Finally, the October 2017 report, *Strengths and Promising Practices of Colorado Educator Preparation Programs and Perceived Preparedness of New Educators for Early Literacy Instruction* written by Yilan Shen of Augenblick, Palaich and Associates (available in Phase III, FFY 2016, pg. 70), was instrumental in gathering stakeholder input from across the state including educator preparation program faculty,

directors of special education from local school districts, teachers, and families. Stakeholders agree that these report findings will help inform the work in all three improvement strategies as we move into the 2018-2019 school year (SY). The findings are:

Colorado's Current Literacy Context
- Principals in particular are observed by literacy coaches and special education directors as lacking classroom experience and focus on Colorado literacy context in terms of compliance and requirements *as building managers,* but not necessarily in terms of instructional leadership.

First-Best Instructional Practices in Language and Literacy
- The availability of exemplary instructional practices in existing classroom settings are particularly important in this domain of preparation. If there are a lack of models of first-best instructional practices demonstrated by veteran teachers and leaders, then candidates lack adequate field learning experience opportunities.

Differentiating Language and Literacy Instruction to Ensure the Success of All Students
- Educator preparation faculty described plenty of exposure and opportunities to practice differentiation for their candidates. Yet the literacy coaches and special education directors observe that most experienced teachers do not even begin to tackle it until their fourth or fifth years, let alone brand-new teachers. These findings warrant an examination of expectations on new teachers to master this complex skill and address preK-6 student needs and new educator training according to realistic existing conditions.

Language and Literacy Assessment Practices, Assessment Tools, and Data-Based Decision Making
- Instead of focusing on any one specific assessment, the special education directors recommended teaching deeply the concepts and processes behind assessments for formative and instructional purposes.

Articulation and Communication of Students' Literacy Strengths and Areas for Growth
- While effective communication skills are always important in relaying student results and progress, literacy coaches, special education directors, and parents in this study all agreed more in-depth and meaningful literacy skills and content knowledge are even more important for new educators to possess for these purposes.

Developmentally Appropriate Language and Literacy Instruction
- New educators need to be prepared to have the content knowledge and skill sets to meet their students' needs. When educators are not able to meet these needs, additional support is needed to help them master the content and skills so that preK-6 student achievement is not compromised.

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

Currently there are 7 districts with 19 participating schools in Phase III, FFY 2017. The school principals continue to be closely engaged with the embedded Literacy Coach in the development, implementation and evaluation growth of a comprehensive literacy program in each school. The input and recommendations from the Principals and Teachers continue to be foundational to the work of the project, which is guiding timelines and identifying critical infrastructure needs for future scale-up timelines, resources, and adjustments in coaching based upon their feedback on what works and does not work. Detailed information is included in the implementation discussion beginning on page 35 of this report.

Improvement Strategy Three has been focused on maximizing federal funds to provide a coordinated set of activities, through the Connect for Success (CfS) grant, that supports children who are at risk of failure, specifically students with disabilities, students experiencing poverty, students from minority groups, and English language learners. Stakeholders from the CfS schools as well as leaders and teachers from High Achieving Schools (HAS) have consistently participated in providing input and guidance regarding what works and does not work. Additionally, the HAS have opened their school doors to the Connect for Success grantee schools to come for site visits and meet with their staff to discuss strategies. In the Spring of 2018, four additional High Achieving Schools were invited to join this project as stakeholders, including an additional elementary school, a middle school, a high school, and an alternative education high school. Progress on cohorts 1, 2, and 3 according to the State Performance Frameworks (*i.e.,* State Accountability) is available in the Appendix, Item 1.

During the spring of 2017, the Colorado Department of Education sought out a partnership with the national technical assistance center, the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP). With the support of the Commissioner of Education, the SEA brought together multiple people across the department with varying levels of decision-making authority, but all have interest in the work. This group developed a draft theory of action (Appendix, Item 2) and moved forward with alignment across two major divisions in the department, the Student Learning Division and the School Quality and Support Division. For more information an organization chart can be viewed at http://www.cde.state.co.us/cdecomm/cdeorgchart

The initial focus of the SMT has been infrastructure development and systems alignment across the state department in support of low performing systems (LPS) identified through Federal and State accountability processes, specifically the schools identified as needing comprehensive, targeted, or additional targeted supports under the Every Student Succeeds Act (ESSA). More information is available at http://www.cde.state.co.us/fedprograms/essa_csi_tsi.

Under the direction of the SMT, one of the first action steps within department was the development of a single entry point and online application for districts to apply for services and grant funding for their identified schools. During the summer of 2017, the Connect for Success collaborative project was incorporated into this single menu of supports providing opportunity for scale-up and sustainability. An example of the initial menu of supports available to identified districts/schools is provided in the Appendix, Item 3.

The initial roll-out of the single application for school improvement grant funds was in the fall of 2017. Throughout the 2017-2018 school year, based upon stakeholder feedback, adjustments were made to the application process. Additionally, during July 2018, stakeholders from districts that participated in the first full year, were gathered together at the Colorado Association of School Executives (CASE) and asked to provide feedback of their experiences of the Empowering Action for School Improvement (EASI) online application and were also asked 3 open-ended questions:

1. When considering low performing systems (LPS), what supports and resources have been useful for you to use in improving student outcomes?
2. What kind of supports and resources are missing for you to better do the work with the LPS?
3. How would you prioritize the development of new supports and resources for LPS?

Based upon stakeholder feedback some of the planned changes for the 2018-2019 school year include the following:

1. Added and expanded services
   ● Exploration Route (added program reviews for English language learners and students with IEPs; added Foundations of Literacy - 7 session course)
   ● Connect For Success (expanded to middle, high, and alternative education campuses)
2. Reduced number of routes to aid in decision making
3. Expanded eligibility for services
4. Incorporated a single budget into the online application

We organized their feedback into strengths, needs, opportunities, and threats/barriers. This information is leading to new improvements and changes in the process. To see their feedback, please see the Appendix, Item 4.

C. Data on Implementation and Outcomes

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

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

State-identified Measurable Result: Students* in kindergarten through second grade** who are identified at the beginning of the school year as Well Below Benchmark according to the *DIBELS Next$^{©}$* Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark. *(*who attend one of the 19 SSIP project schools; **grade level cohorts will be added each year as students advance through third grade)*

Detailed Discussion of Improvement Strategy II: As previously stated, the State-identified measurable result is based upon strategy two. The current reporting year (2017-2018) began with one continuing Phase II pilot school and eighteen continuing Phase III schools and there were 1,033 enrolled Kindergarten students, 1,040 enrolled first-grade students, and 1,054 enrolled second-grade students participating in the Project at these schools. Based on *Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)©* Beginning-of-the-Year (BOY) reports, 78% (816 students) of the enrolled first-grade students and 82% (868 students) of the enrolled second-grade students had participated in the Project since the beginning of the project (Chart 1).

Chart 1: *Enrolled number of students in each grade level (Kindergarten, First, and Second grades) in the matched and unmatched cohorts at Beginning-of-Year (BOY) SY 2017-2018 from nineteen participating schools: one Phase II pilot school and eighteen Phase III schools.*
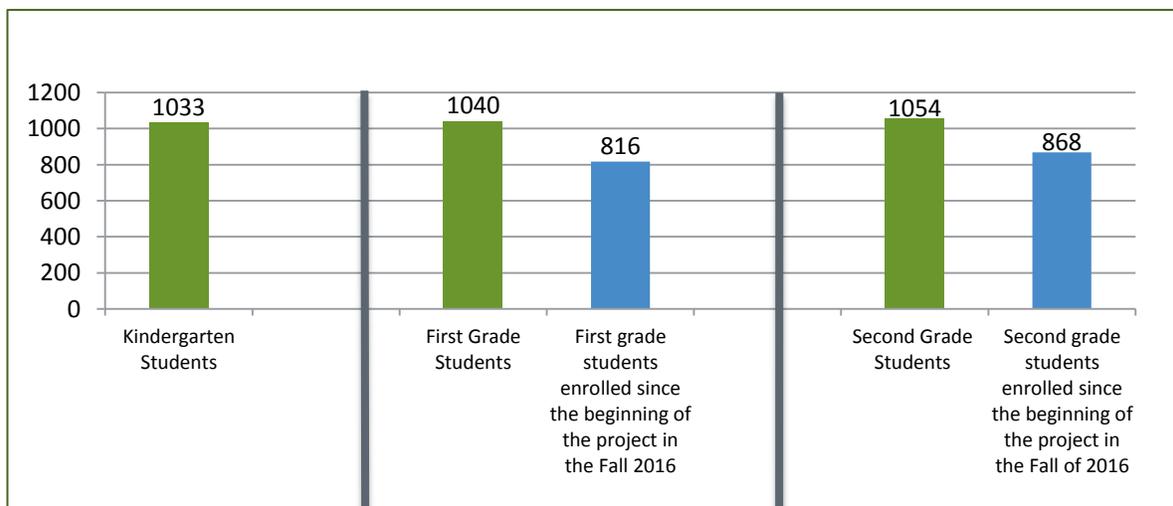
In the FFY 2016 SSIP Report the Structured Literacy Project specialists hypothesized that the Project would be able to accelerate growth during the 2017-2018 SY for students in the matched cohort that ended the previous school year in the Above Benchmark range. It was further hypothesized that summer regression would be minimized for this category of student furthering the Project's goal of accelerating literacy growth. Based on these hypotheses, a close examination of End-of-Year (EOY) (2016-2017) and Beginning-of-Year (BOY) (2017-2018) was conducted.

When looking back to the spring semester of the 2016-2017 school year, based on *DIBELS Next* EOY composite scores, 62% of the Kindergarteners and 47% of the first-graders who participated in the Project for the entire 2016-2017 SY (matched cohort) scored within the Above Benchmark range at the End-of-Year (DIBELS, EOY). 25% of the matched cohort Kindergarteners and 23% of the matched cohort first-graders scored within the Benchmark range. 8% of the matched cohort kindergarteners and 14% of the matched cohort first-graders scored within the Below Benchmark range. 5% of the matched cohort kindergarteners and 16% of the matched cohort first-graders scored within the Well-Below Benchmark range based on their EOY composite score (Table 13).

Table 13: *Differences in the percentage of students in each category among all Kindergarten and First-grade students in the matched and unmatched cohorts at End-of-Year (EOY) SY 2016-2017 DIBELS composite scores (nineteen schools: one Phase II pilot school and eighteen Phase III schools).*

DIBELS *Next*©	Kindergarten End of Year (2016-2017 SY)		First Grade End of Year (2016-2017 SY)	
Category of Performance	Matched Cohort	Unmatched Cohort	Matched Cohort	Unmatched Cohort
Above Benchmark	62% n=597	61% n=621	47% n=466	46% n=494
Benchmark	25% n=243	26% n=270	23% n=232	23% n=243
Below Benchmark	8% n=76	8% n=87	14% n=141	14% n=146
Well-Below Benchmark	5% n=47	5% n=54	16% n=165	17% n=185

This was followed up by an examination of the *DIBELS Next* BOY composite scores (2017-2018), Students Progressing from Kindergarten to First Grade (Table 14), and Students Progressing from First Grade to Second Grade (Table 15). These data represent the comparison of the End-of-Year 2016-2017 SY data to the Beginning-of-Year 2017-2018 SY.

When considering all students who progressed from Kindergarten to First Grade, the matched cohort (n=903) includes students who participated in *DIBELS* benchmark assessments at these two specific assessment intervals. However of these 903 students, only 816 students had participated in the Project since the fall of 2016. The 816 students (90%) of the kindergarten to first-grade students represented in Table 14 are included in the Project's longitudinal cohort of students (those students who continue to be enrolled and participating in the Project since the Project's inception).

Table 14: *Comparison in the percentage of students progressing from Kindergarten (2016-2017 SY) to first-grade (2017-2018 SY) in each of the DIBELS performance ranges (19 schools).*

DIBELS *Next*©	19 Schools: EOY 2016 - 2017 to BOY 2017 - 2018 Students Progressing from *Kindergarten* to *First Grade* Matched Cohort n = 903	
Category of Performance	**EOY 2016-2017**	**BOY 2017-2018**
Above Benchmark	59% *n=533*	43% *n=390*
Benchmark	27% *n=241*	17% *n=151*
Below Benchmark	9% *n=81*	17% *n=154*
Well-Below Benchmark	5% *n=48*	23% *n=208*

When comparing EOY (2016-2017) to BOY (2017-2018) for students progressing from Kindergarten to first grade there was an unexpected decrease in the percentage of students who had scored in the Above Benchmark range at the end of Kindergarten. A 16% reduction from 59% to 43% was noted. Additionally, there was a 10% decrease in the percentage of students falling into the Benchmark range. The combined 26% reduction of students in the Benchmark and Above Benchmark range resulted in a 26% increase in the number of students beginning the year in the Below Benchmark and Well-Below Benchmark range.

Table 15 represents the comparison of EOY 2016-2017 SY data to BOY 2017-2018 SY data for students progressing from first grade to second grade. The matched cohort (n=942) includes students who participated in DIBELS benchmark assessments at these two specific assessment intervals. Of these 942 students, 868 students had participated in the Project since the fall of 2016. 92% of the first-grade students progressing to second-grade represented in Table 15 are included in the Project's longitudinal cohort of students (those students who continue to be enrolled and participating in the Project since the Project's inception).

Table 15: *Comparison in the percentage of students progressing from first grade (2016-2017 SY) to second grade (2017-2018 SY) in each of the DIBELS performance ranges (nineteen schools).*

DIBELS *Next*©	19 Schools: EOY 2016 - 2017 to BOY 2017 - 2018 Students Progressing from *First Grade* to *Second Grade* Matched Cohort n = 942	
Category of Performance	**EOY 2016-2017**	**BOY 2017-2018**
Above Benchmark	**47%** *n=443*	**40%** *n=372*
Benchmark	**23%** *n=218*	**29%** *n=276*
Below Benchmark	**13%** *n=122*	**12%** *n=111*
Well-Below Benchmark	**17%** *n=159*	**19%** *n=183*

When comparing EOY (2016-2017) to BOY (2017-2018) for students progressing from first grade to second grade there was a less significant decrease in the percentage of students who had scored in the Above Benchmark range at the end of first grade. A 7% reduction from 47% to 40% was noted. Additionally, there was a 6% increase in the percentage of students falling into the Benchmark range. The combined 1% reduction of students in the Benchmark and Above Benchmark ranges was minimal in comparison to the 26% reduction seen in students progressing from Kindergarten to first grade during the same time period.   As a result of this minimal decrease, the corresponding increase in incoming second graders falling within the Below Benchmark and Well-Below Benchmark ranges was also significantly lower (3% increase).

The data drawn from the comparison of EOY (2016-2017 SY) and the BOY (2017-2018 SY) DIBELS Benchmark Assessments strongly suggests there is less predictive validity in the EOY Kindergarten data as a measure of the overall likelihood of achieving subsequent early literacy goals at the next benchmark assessment, than is found in the EOY to BOY data for students progressing from first to second grade. This significant observation has served to inform Project adjustments for Phase III, FFY 2017.

Goals and Adjustments for Phase III Implementation for 2017-2018 (FFY 2017, First Semester)

Ten goals were established again this year for implementation. The initial four goals address the training and project adjustment phase that was expected to be completed during the first semester of the 2017-2018 SY. Goals four through eight were identified for implementation during the entire 2017-2018 SY. The final two goals (Goals 9-10) continue to be overarching goals throughout the duration of the Project.

First-Semester Goals

1. Evaluate outcomes from Phase III, FFY 2016 and make any necessary adjustments to Project implementation.
2. Consider obstacles and challenges evidenced during FFY 2016 and determine how to reduce their impact on FFY 2017.
3. Extend the Project into second grade and provide initial training to all participating 2nd grade teachers.
4. Ensure that the basic Structured Literacy Routine continues to be implemented in all participating Kindergarten and first-grade classrooms, including those classrooms with teachers new to the project at the onset of Year 2.

Year-Long Goals

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

Continuing Goals

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

Goal and Adjustment Discussion - Phase III, FFY 2017, First Semester

Goal 1:   Evaluate outcomes from Phase III, Year 1 and make any necessary adjustments to Project Implementation during FFY 2016.

The Structured Literacy Project ended the 2016-2017 SY with one Phase II pilot school and nineteen Phase III schools. During the summer prior to the beginning of the 2017-2018 SY, one of the nineteen Phase III schools was discontinued from the Project. This particular school had failed to effectively implement the *Structured Literacy Routine* in Kindergarten and first-grade classrooms during Year 1. A mid-year change in principal leadership complicated efforts to implement the *Structured Literacy Routine* in participating classrooms. During discussion with the stakeholders,

including district leaders and the new school leader, it became apparent that the school had been tasked with implementing multiple new initiatives. The Structured Literacy Project was not identified as one of the priority initiatives for this school. The leadership team (comprised of district, school, project, and Exceptional Student Services Unit leaders from CDE) agreed to terminate the school's participation in the Project. The embedded coach assigned to this school increased coaching time in other schools as a result of this school's removal from the project.

In reviewing Kindergarten data (Table 14, pg. 37), the Project literacy specialists, embedded coaches and participating educators determined that the goal of increasing the number of Kindergarteners achieving above average composite scores on the *DIBELS* during 2016-2017, had not assured increased readiness for the more rigorous demands of first grade. In evaluating the substantial regression of end-of-year Kindergarten performance to beginning-of-year first-grade performance, project literacy specialists established a new procedure to better assure first-grade readiness at the end of Kindergarten. This new procedure included the use of more connected text during Kindergarten instruction with the expectation that all Kindergarteners will be administered an

oral reading fluency (ORF) benchmark assessment at the end of 2017-2018. The Project literacy specialists created a series of reading passages appropriate to beginning Kindergarten readers for both instructional practice and benchmark assessment.
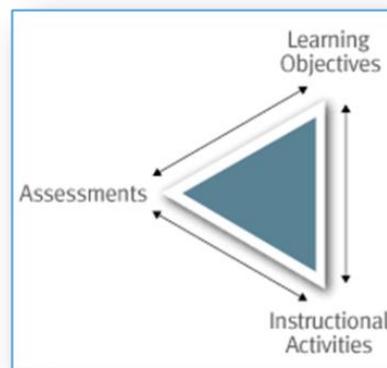
Goal 2: Consider obstacles and challenges evidenced during Year 1 and determine how to reduce their impact on Year 2.

During FFY 2016, one of the most observed trends was the number of primary-level teachers who were unfamiliar with the basic structure of the English language and possessed a limited number of strategies for teaching the basic structure to young students. Additionally, it was observed that
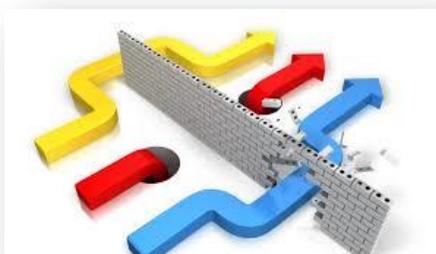
some teachers seemed to struggle with basic knowledge of oral language development and its pivotal role in the acquisition of early reading skills. It was also noted that some teachers were less familiar with planning, organizing, and delivering direct and explicit instruction in early reading and literacy skills. It was agreed upon that additional professional learning for these teachers would be beneficial for implementation, yet finding the time to provide classroom teachers with continuing professional learning has been a significant challenge to this project due to

scheduling difficulties. Project leadership will continue to work with school and district leadership to explore possibilities for increasing teacher professional learning opportunities, (e.g., use of district in-service days, summer institutes). Additionally, embedded coaches will be exploring how to increase opportunities for targeted professional learning that will focus on specific literacy and

assessment topics (e.g., brief after school trainings, better use of Professional Learning Community time, targeted coaching feedback).

Further engagement with school leadership, focusing on enhancing principals' literacy knowledge and increasing their capacity to provide effective instructional feedback, has always been identified as an essential component for project success. However, as with the teachers, it has also difficult finding adequate time for these learning opportunities with instructional leaders, yet this knowledge is essential to further the fidelity of implementation of the Project. Master scheduling and time for learning continues to be a barrier for project implementation in several schools. Finding additional time for set aside learning, re-emphasizes the work being done in SSIP Improvement Strategy One and our continued focus on the aligning our pre-service education to the Colorado State Educator Standards in reading.

Goal 3: Extend the Project into second grade and provide initial training to all participating 2nd grade teachers

Initial training for second-grade teachers began in early March of 2017. In a continuation from last year, once again district leadership stakeholders, from one partner district, chose to offer training to all district K-2 educators in both the participating Structured Literacy Schools as well as non-participating schools within their district. The efforts of this district and many individual schools' leaders and educators, to fully embrace the evidence-based practices in reading instruction for young learners, are paying dividends in the form of improved student outcomes at these locations.

A total of nine training sessions were completed for all Project schools. Four of the nine sessions were offered in the Denver-Metro region. The remaining five sessions were held in Colorado Springs, Pueblo, and Elizabeth, Colorado. A total of forty-nine second-grade teachers, thirty-nine para-educators, fifty-seven interventionists (including special education teachers), and ten coaches and principals attended. An additional thirty-two teachers and interventionists from non-Project schools were provided the opportunity to learn the *Routine* as well.

Prior to the start of each learning opportunity, participants were asked to complete the *Teacher Knowledge Survey.* The items on the *Teacher Knowledge Survey* are based on the work of Louisa Moats and are designed to assess teachers' basic understanding of phonological awareness, English speech sounds, common structures and patterns of the English language, and the essential components of reading. Teacher awareness and knowledge in these areas is essential to effective early literacy instruction. The Teacher Knowledge Survey was identical to the survey administered during Year 1 to all kindergarten, first-grade teachers, and interventionists within the Project.

Once scored, the Teacher Knowledge Survey results showed a composite average score of 41 points out of a possible eighty-five points for an average accuracy score of 48%. While there was a substantial difference between the lowest individual score (0 points/0%) and the highest individual score (74 points/87%), the majority of scores once again fell in the middle-third range indicating weak foundational literacy knowledge on the part of second-grade classroom teachers and interventionists. These results are quite similar to the previous two administrations of this survey.

Goal 4: Ensure that the basic Structured Literacy Routine continues to be implemented in all participating kindergarten and first-grade classrooms, including those classrooms with teachers new to the project at the onset of Year 2.

In addition to the nine initial Structured Literacy Project trainings discussed in Goal 3, two kindergarten and first-grade initial trainings were offered during the fall of 2017. During the previous school year (Phase III, FFY 2016) ninety-eight kindergarten and first-grade classrooms participated in the Project. Thirty of the ninety-eight kindergarten and first-grade teachers trained last year vacated their positions, resulting in a K-1 teacher turnover rate of 31%. The thirty replacement kindergarten and first-grade teachers received initial Project training during these two sessions. They too were required to complete the *Teacher Knowledge Survey* prior to the start of the training sessions. Survey results for this group yielded a composite average score of 35 points out of a possible eighty-five points for an average accuracy score of 41%.

During numerous classroom observations, project literacy specialists noted that specific components of the Structured Literacy Routine were not being delivered as designed. Most concerning was the

infrequent and/or missed inclusion of the New Learning and the Learned Words components of the *Structured Literacy Routine* which is related to the pacing of instruction. The slow pacing of instruction is an area of concern for many first-grade classrooms which has limited student exposure and practice of essential skills expected to be mastered during the first semester of first grade. Since research and project data has shown first grade to be pivotal to the success of the Project, during second semester the project embedded coaches will place a renewed emphasis on planning and instructional delivery during with the first grade teachers.

During ongoing dialog with the classroom teachers and school leaders, it was agreed there was a need for further learning opportunities to develop deeper understanding of direct and explicit instruction, pacing, and how to plan each component to form a cohesive lesson.

Goal 5: Continue to train and develop a cadre of literacy coaches in the delivery of focused site-based literacy coaching.

The literacy specialists continued monthly meetings with coaches as a means of providing time for group collaboration, project coordination, and professional learning. The broad topics covered during the first-semester meetings and professional learning offerings included, but not limited to

the following: the role of phonology in reading development and instruction , using the *Structured Literacy Implementation Rubric,* expectations for use of *Structured Literacy Observation Form*, planning for family literacy events, the use of the phonemic awareness curriculum materials, review of data wall and data discussion expectations, comprehension strategies, participation in instructional application sessions on such topics as coaching, use of decodable text, language development and small-group instructional design, the importance of classroom observation and power of formative assessment, and the role of adequate practice of both skills and text.

Goal 6: Advance the creation and alignment of literacy instruction in small-group settings.

Creating solid understanding of how to provide aligned literacy instruction across a continuum of increasingly intensive instructional opportunities has been particularly challenging in most of the Project schools. A broad goal of the Project is to assist participating teachers and leaders in deepening their understanding of how to increase time and intensity of instruction to meet the literacy needs of all students and accelerate the movement of students out of the Well-Below Benchmark range.

During the second semester of last school year (2016-2017), Project specialists and embedded coaches began speaking to a continuum of instructional services that would provide any student with as many as four daily opportunities for literacy instruction and practice based on individual student need, consistent with our underlying philosophy of addressing each student 'By Name and By Need.' The first opportunity for all students is universal instruction, where general education classroom teachers effectively engage all students during the *Structured Literacy Routine*. Students requiring additional support in mastering foundational content presented during the *Routine* will receive small-group instruction from their classroom teacher sometime during the daily literacy block. This small-group 'reteach' would be considered students' second opportunity for more instruction and practice.

Students requiring additional literacy support would be scheduled to participate in a third instructional opportunity, commonly referred to as Tier II targeted instruction. Depending on individual school's staffing patterns this targeted instruction may be provided with either a push-in or pull-out model. Any student that continues to exhibit instructional gaps that have not been eliminated after these three increasingly-intensive instructional opportunities, would be scheduled for additional focused literacy instruction, commonly referred to as Tier III intensive instruction.
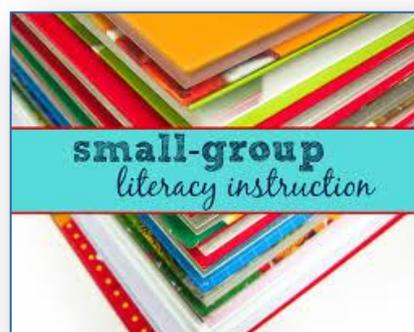
During the first semester, project specialists and coaches continued to emphasize the importance of effective universal instruction, where classroom teachers engage all students during the *Structured Literacy Routine*. However, in many instances, it has been difficult to align additional tiers of instruction due to planning, delivery, and slow pacing of the whole-group universal instruction component of the Project. During classroom observations of universal instruction, coaches have

noted variation in the quality and fidelity in the implementation of the *Structured Literacy Routine* which has resulted in embedded coaches shifting their attention away from the alignment of small-group instruction and back to coaching the initial delivery of the *Structured Literacy Routine*.

When the coaches do have time to focus on alignment, they have experienced an increased need to address teacher mindset. Coaches began engaging teachers and interventionists to reimagine all instruction as an aligned continuum rather than thinking of it as a series of programmatic additions and this richer dialog is leading to a shift in instructional thinking and planning. Within this process, there is agreement towards moving to deeper levels of understanding about the use of formative assessment and how to facilitate the alignment of targeted and intensive tiers of instruction.

Goal 7: Engage families and enhance their partnerships with schools to further their students' early literacy and language development.

A new goal for implementation during Phase III, FFY 2017 was the inclusion of family literacy events in Project expectations. Embedded coaches were able to assist schools with planning family literacy events. Coaches established an initial goal of helping schools host a literacy event during each semester. During first semester twelve family literacy events were planned and executed. Parents and family members engaged in activities designed to enhance student and parent interaction with literacy and language development at home. Activities centered on early phonological awareness skills, use of decodable text, practicing sight words and reading with young children. Feedback from stakeholders attending these events was generally positive.

Goal 8: Increase ability to use formative observation and assessment data to inform daily adjustments to classroom instruction.

As embedded coaches visit participating classrooms and observe instruction, coaches are not only focusing on the delivery of the *Structured Literacy Routine* but also carefully observing student responses and lesson adjustments made by the teacher based on those student responses. An essential component of instructional feedback is to help the teacher reflect on his or her perception of student understanding, mastery and or need for further instruction and practice. This type of daily formative assessment is essential to the delivery of the right content, the correct pacing, and the appropriate design of additional aligned small-group instruction. However, coaches report there are a significant number of participating teachers who have not mastered the basic delivery of all essential components in the *Structured Literacy Routine*. This lack of automaticity in the basic delivery of instruction impedes a teacher's ability to simultaneously attend to and reflect on student responses in an immediate and purposeful manner so to effectively

adjust instruction. Teachers using this routine continue to inform what may help them improve and coaches have continued to adjust accordingly. This will be an area of continued focus.

Goal 9: Provide ongoing professional learning opportunities that will lead to increased teacher knowledge of language, literacy, and evidence-based practices, and effective use of assessment tools and data.

Following the completion of all initial second-grade Structured Literacy trainings, coaches continued to support all kindergarten, first, and second-grade teachers' use of the basic *Routine* by offering individual and small-group trainings and planning sessions. Planning sessions have centered on the *Primary Structured Literacy Scope and Sequence* and companion word lists. Learning opportunities have also addressed teachers' requests for further learning on specific topics (e.g., syllabication, pacing, small-group alignment, use of decodable text) as well as additional training in the administration, calibration, and interpretation of *DIBELS Next* data*.*

Coaches have also reported frequent teacher requests for classroom demonstrations and lesson modeling. Lesson demonstrations have been used to further teachers' understanding of instructional planning, delivery and pacing, use of extension activities to enhance vocabulary understanding, and effective use of formative assessment. Most of the professional learning for classroom teachers has been accomplished through the embedded coaching, which allows teachers to meet with coaches and engage in one on one dialog. These coaching sessions are individualized and address a range of topics designed to match the teacher's level of implementation and desire for further learning.

Coaches have continued to initiate an increasing number of data conversations with their Project schools and teachers, with some teams beginning to take the lead in several schools. Coaches report an increased awareness of the importance of regularly scheduled data discussions on the part of participating schools. This has allowed project coaches to better match and coordinate their schedules to individual school's regularly scheduled data meetings. Coaches continue to use these opportunities to deepen teacher and leader understanding of progress monitoring and benchmark assessment data.

In the fall of 2017, Project coaches and participating teachers and school leaders were invited to attend the 2017 Annual READing Conference sponsored by the Colorado Department of Education. This two-day conference (October 10-11, 2017) offered a range of professional learning opportunities to attendees. Of special interest to the Project coaches were sessions focusing on current reading research, the use of decodable text to enhance students' literacy achievement, and small-group lesson planning.

Goal 10: Increase instructional leadership in the area of comprehensive literacy programing

Since the inception of Phase III, addressing the need for increased instructional leadership in literacy has been identified as a priority. A significant number of participating schools have identified multiple and competing initiatives that require attention from school leadership. Despite continued assurances from schools that they want to actively participate in the Structured Literacy Project, other initiatives continue to interfere with active participation by school leadership in furthering the Project's goals.

To aid Principals in the development a deeper working knowledge of literacy and evidence-based practices, an observation form for the Structured Literacy Routine to be used by project coaches alongside school principals. This tool was designed to actively engage school leaders in classroom observations and increase their working knowledge of early literacy. A goal was established to use this form quarterly with each school leader during Phase III, FFY 2017. However, further input arose from several Principals indicating their concerns about conducting joint classroom observations with Project coaches, specifically that teacher perceptions may view the walk-through as evaluative rather than as a learning opportunity for the principal. However, Project coaches have continued to voice concern for principals' lack of basic literacy knowledge and inability to identify quality literacy instruction and evidence-based strategies in order to be able to provide effective feedback to teachers. Therefore, additional strategies for increasing principal's literacy knowledge will continue to be a focus.

Goal and Adjustment Discussion - Phase III, FFY 2017, Second Semester

The Structured Literacy Project began the second semester of the 2017-2018 SY with one continuing Phase II pilot school and eighteen continuing Phase III schools with typical movement seen in student enrollment. At the beginning of the second semester, these nineteen schools had 1,021 enrolled Kindergarten students, 1,030 enrolled first-grade students, and 1,086 enrolled second-grade students at mid-year. Based on the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)* Middle-of-the-Year (MOY) 2017-2018 reports, 77% (794 students) of the enrolled first-grade students had participated in the Project since the beginning of the 2016-2017 SY. 79% (860 students) of the enrolled second-grade students had participated in the Project since the beginning of the 2016-2017 SY (DIBELS BOY, 2016-2017).

At the beginning of second semester of the 2017-2018 SY, all nineteen schools had completed their Middle-of-the-Year (MOY) DIBELS Next Benchmark Assessments. Based on DIBELS MOY composites scores, 49% of the first graders and 44% of the second-graders who had participated in the project since initial Phase III implementation (matched cohort) scored within the Above Benchmark range at mid-year. 19% of the matched cohort first graders and 24% of the matched cohort second graders scored within the

Benchmark range. Results from both of the grade-level cohort groups were strikingly identical: 68% of both the first-grade cohort and the second grade cohort achieved scores within the Benchmark and Above Benchmark ranges. Similarly, the corresponding unmatched cohorts showed 66% of students achieving at the Benchmark and Above Benchmark ranges (Table 16).

Table 16: Differences in the percentages of students in each category among all Kindergarten, first-grade, and second-grade students in the matched and unmatched cohorts based on **MOY (Middle-of-the Year) 2017-2018** *DIBELS* composite scores.

The time span for the Kindergarten matched cohort is BOY to MOY, 2017-2018 SY.
*** 1st and 2nd grade matched cohorts represent time span from BOY, 2016-2017 SY to MOY, 2017-2018 SY.*

DIBELS Next MOY, 17-18	Kindergarten		First Grade		Second Grade	
Category of Performance	**Matched Cohort N=976***	**Unmatched Cohort N=1021**	**Matched Cohort n=794****	**Unmatched Cohort N=1030**	**Matched Cohort n=860****	**Unmatched Cohort N=1086**
Above Benchmark	**58%** N=571	**58%** N=584	**49%** N=385	**46%** N=468	**44%** N=468	**41%** N=448
Benchmark	**17%** N=166	**17%** N=178	**19%** N=148	**20%** N=202	**24%** N=207	**25%** N=274
Below Benchmark	**12%** N=114	**12%** N=124	**10%** N=83	**10%** N=108	**12%** N=99	**11%** N=117
Well-Below Benchmark	13% N=125	**13%** N=135	**22%** N=178	**24%** N=252	**20%** N=175	**23%** N=247

The percentages of students in the matched first grade and second grade cohorts falling into the Below Benchmark range were at the 10% and 12% respectively. These summary scores were not significantly different from the percentages of Below Benchmark scores found in the unmatched cohorts (10% and 11%). There was an observable difference in the percentages of students scoring in the Well-Below Benchmark ranges when comparing the matched to the unmatched cohort. 22% of the first grade students in the matched cohort fell into this lowest range, while 24% of first grade students in the unmatched cohort were in the Well-Below Benchmark range. The second grade matched and unmatched cohorts showed a 3% difference (Matched Cohort: 20% in Well-Below Benchmark range and Unmatched Cohort: 23% in the Well-Below Benchmark range). There was no difference in the percentages for the matched and unmatched kindergarten cohorts, likely due to the limited time current kindergarteners have been in the project (one semester).

Additional Goals, Phase III, Year 2, Second Semester

In addition to the initial 10 goals established for the 2017-2018 SY (pg. 39), school level stakeholders, embedded coaches, and the Project Literacy Specialists identified five areas of focus for the second semester of the 2017-2018 SY. They are:

1. The Project will initiate a new procedure to better ensure first-grade readiness at the end of Kindergarten.
2. Embedded coaches will increase the number of brief, focused professional learning sessions for participating teachers.
3. There will be a refocus on coaching in first-grade classroom during second semester.
4. Coaches will apply a coaching cycle to their work with individual teachers.
5. There will be a continued emphasis on the alignment of interventions with first-best instruction.

SS Goal 1: The Project will initiate a new procedure to better ensure first-grade readiness at the end of kindergarten.

Project Literacy Specialists created a series of Oral Reading Fluency (ORF) passages specifically designed for use with kindergarteners. Twenty-six 'standard' kindergarten passages were created, along with twelve 'advanced' passages, each accompanied by a teacher version that included a skills rubric to be used for analysis of individual student's application of early literacy skills in simple text reading, and help promote better readiness for first grade. The skills rubrics were coded to match the Structured Literacy Kindergarten Scope and Sequence. Coaches were provided with training in the use of these passages and subsequently trained all kindergarten teachers participating in the Project in passage use to augment instruction, and provide formative and End-of-the-Year assessment of student progress, skills knowledge, and application.
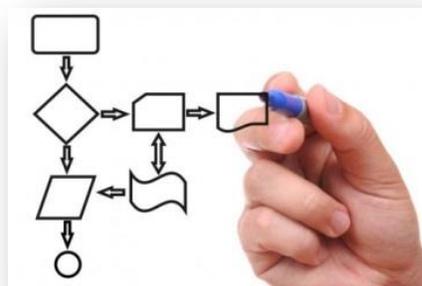
SS Goal 2: Embedded coaches will increase the number of brief, focused professional learning sessions for participating teachers.

During second semester, embedded coaches increased the professional development opportunities for participating teachers and interventionists. Topics covered during small group discussions and trainings included: using ORF passages in kindergarten, proper pacing of skills instruction during first grade, use of formative assessment, in-depth data reviews, setting EOY pacing goals, student error handling, teaching learned words, importance of connected text reading, backwards planning, ORF analysis, aligning word work with Structured Literacy, and direct and explicit instruction. As previously stated, it has been noted that limitations in teachers' literacy knowledge continue to hinder the provision of effective and evidence-based instruction across the Project.

SS Goal 3: There will be a refocus on coaching in first-grade classroom during second semester.

Coaches reported an increased emphasis on spending time in first-grade classrooms during second semester. However, the increased emphasis on first-grade readiness in Kindergarten also required that a great deal of coaching and meeting time be spent in Kindergarten. Increased time in first-

grade classrooms did reveal consistent problems in appropriate pacing of Structured Literacy skills to meet end-of-the-year first grade expectations. In many instances, slow pacing during the first semester hindered or interfered with the completion of the first-grade scope and sequence of skills and was a likely contributor of reduced EOY *DIBELS Benchmark Assessment* scores.

SS Goal 4: Coaches will apply a coaching cycle to their work with individual teachers.

Concerns for the over-use of classroom demonstrations and lesson modeling in lieu of more specific coaching within a typical coaching cycle were highlighted as an area of focus for the second semester. Coaches' work in this area during second semester resulted in a focus on 'coaching' at the June, 2018 two-day Coaches Meeting.

SS Goal 5: There will be a continued emphasis on the alignment of interventions with first-best instruction.

The philosophy of the Project since its inception is that some students will need more than one daily instructional opportunity to effectively learn and progress through the sequence of early foundational literacy skills. We have advocated for as many as four instructional opportunities (whole-group first-best instruction, in-classroom small group reteach, targeted intervention, and intensive intervention). During second semester, the focus on fully aligning Structured Literacy across the tiers was met with some resistance. This has brought a renewed focus on such issues as master scheduling, the role of interventions, the importance of instructional leadership, and the use of clearly defined instructional expectations. While overall there is reported improvement in the use of common literacy language within Project schools, limited or ineffective alignment continues as a significant challenge and is thought to be a contributing factor to the less than expected success in moving the most struggling readers, including students with disabilities, out of the Well-Below Benchmark range.

Other Second Semester Activities

During March and April of 2018, training for third-grade teachers who would be joining the Project during the 2018-2019 SY began. These learning opportunities included all third-grade classroom teachers and any interventionist and special education teachers providing support to third grade students in two of the non-metro clusters of schools. In addition, trainings for the same categories of teachers were offered to non-Project schools in one school district as a result of their continuing adoption of Structured Literacy district-wide. The same district also requested a full sequence of Structured Literacy trainings for teachers in all K-3 grade levels in early June.

During second semester, an additional twelve family literacy events took place. Some events were designed for families with children at specific grade levels, while others were school-wide community literacy events.

Summary of Student Data (2017-2018 SY)

Overview data for all students (matched cohort) in the Structured Literacy Project during the full second year of implementation shows substantial decreases in the number of students scoring in the Well-Below Benchmark range as measured by the *DIBELS Benchmark Assessments*. Chart 2 shows the decrease in the number of K-2 students with scores below the benchmark from the Beginning-of-the-Year (BOY) to the End-of-the Year (EOY) was 17%. This decrease was the same as found in the unmatched cohort of K-2 students in the same 19 participating schools. At the End-of-the Year (EOY), 75% of all K-2 students in the project schools had *DIBELS* scores in the Benchmark and Above Benchmark ranges (matched cohort).

Chart 2: (ALL K-2 Students in Project Schools) Overview graph of *DIBELS Benchmark Asessments* outcomes at BOY and EOY **for all participating Kindergarten, first-grade and second-grade students** in 19 Project schools at each of the assessments intervals during the 2017-2018 SY. (Matched cohort)
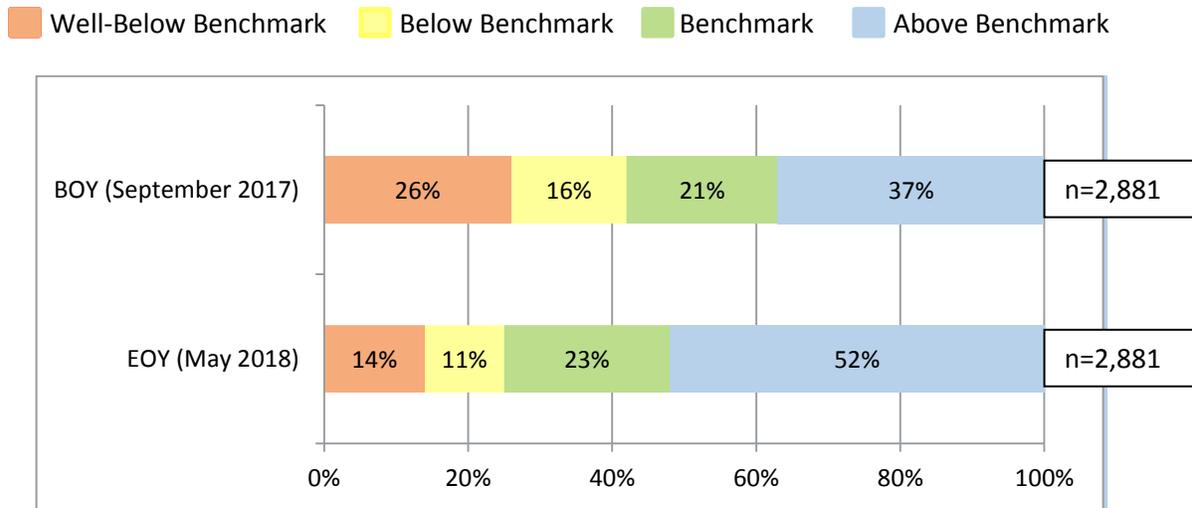
Kindergarten: One-Year Matched Cohort

There were 929 Kindergarten students attending the nineteen participating schools in the one-year matched cohort for the 2017-2018 SY. 32% of the matched Kindergarten cohort (293 students), began the year with *DIBELS* composite scores in the Well-Below Benchmark range. By EOY, the number of students in this range had dropped to 55 students (6%) for a total decrease of 26%. The increase of Kindergarten students with *DIBELS* composite scores in the Benchmark and Above Benchmark ranges was 39% (Chart 3). The matched cohort decreases and increases were not significantly different from the unmatched Kindergarten cohort for the 2017-2018 SY.

Chart 3: A comparison of scores for all **Kindergarten students** who took both the BOY and EOY *DIBELS Benchmark Assessments* at one of the nineteen participating school during the 2017-2018 SY (Matched Cohort).
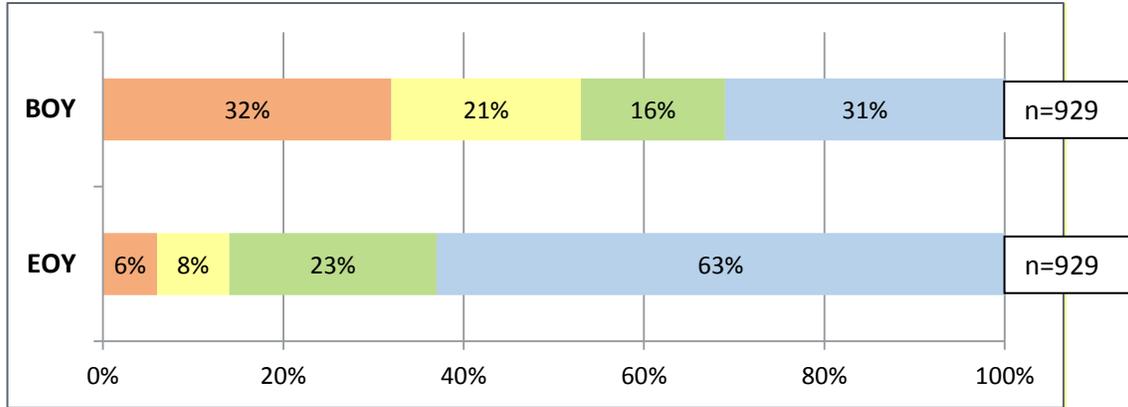

First Grade: One-Year Matched Cohort

During 2017-2018 SY, there were 951 first-grade students who took both the BOY and EOY DIBELS Benchmark Assessments (Matched Cohort) at the nineteen schools participating in the Structured Literacy Project. There was a 5% reduction in the number of first grade students scoring in the Well-Below Benchmark range on the DIBELS from the Beginning-of-the-Year (BOY) to the End-of-the-Year (EOY). A 5% reduction in the number of students was also realized in the Below Benchmark category. A 10% increase in the number of first-grade students scoring in the Benchmark and Above Benchmark ranges on the DIBELS was achieved. (Chart 4).

Chart 4: A comparison of scores for all **first grade students** who took both the BOY and EOY *DIBELS Benchmark Assessments* at one of the nineteen participating school during the 2017-2018 SY (Matched cohort).
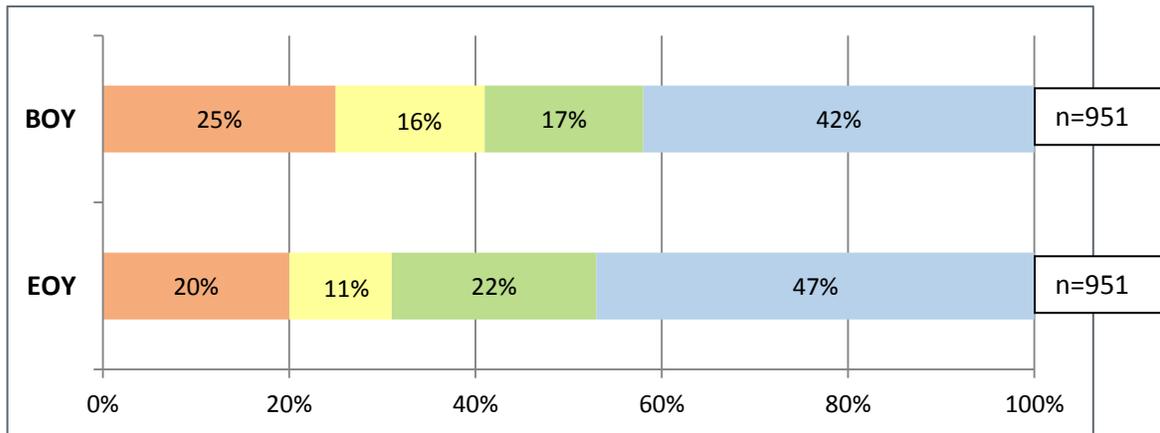
Second Grade: One-Year Matched Cohort

In second grade, there were 1,001 students in the nineteen schools participating in the Structured Literacy Project during the 2017-2018 SY that completed both the BOY and the EOY *DIBELS Benchmark Assessments.* This one-year, matched cohort showed a 6% decrease in the number of students scoring in the Well-Below Benchmark range during the year. There was a 4% increase in the number of second-grade students scoring in the Benchmark and Above Benchmark ranges on the *DIBELS. (*Chart 5)

Chart 5: A comparison of scores for all **second grade students** who took both the BOY and EOY *DIBELS Benchmark Assessments* at one of the nineteen participating school during the 2017-2018 SY (Matched cohort).
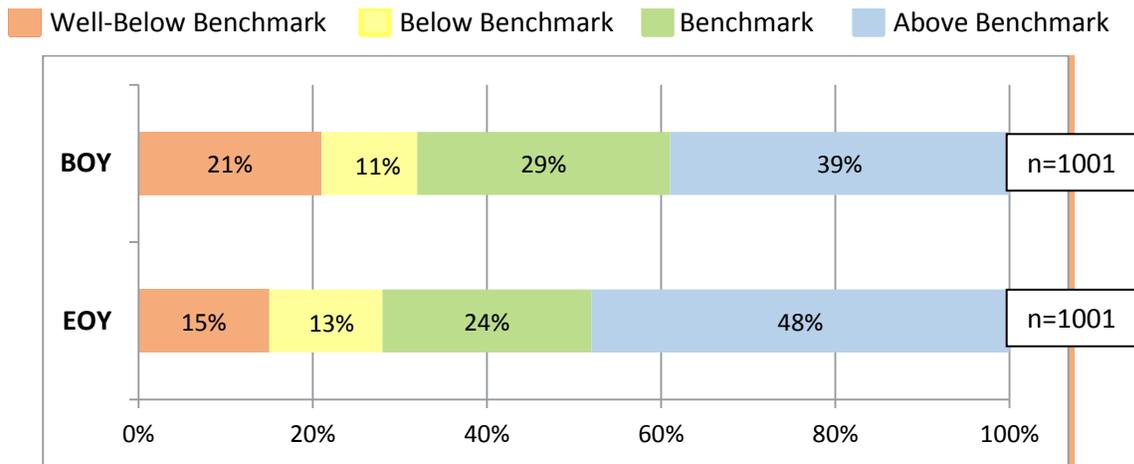
Longitudinal Data: Summary of Student Data Covering Two Years of Implementation Beginning-of-the-Year (BOY) in September 2016 through End-of-the-Year (EOY) in May 2018

There were two grade level groupings which completed their second full year of participation in the Structured Literacy Project in May of 2018. Students enrolled Kindergarten during the entire 2016-2017 SY, who also attended a full year of first grade during the 2017-2018 SY, form the first longitudinal cohort (Longitudinal Cohort K-1). Students enrolled in first grade for the entire 2016-2017 SY, who also completed a full-year of second grade during the 2017-2018 SY at one of the nineteen participating schools, form the second longitudinal cohort (Longitudinal Cohort 1-2).

At the completion of the 2017-2018 SY, the number of students in Longitudinal Cohort K-1 had dropped from 794 students at MOY to 763 students based on DIBELS End-of-the-Year (EOY) data. Further analysis of this cohort showed that there is actually 775 students in this cohort, but twelve of these students were retained in Kindergarten at the conclusion of the 2016-17 SY and do not have data that represents matriculation from Kindergarten through the first grade.

When first enrolled into the Project in the Fall of the 2016-2917 SY, nearly half (48%) of Longitudinal Cohort K-1 had composite scores within the Well-Below Benchmark and Below Benchmark ranges on the *DIBELS BOY Benchmark Assessment*. On the EOY Benchmark Assessment at the completion of

the 2017-2018 SY, the numbers of students in this matched cohort with scores within these lower DIBELS performance ranges had decreased to 30%. There was a 10% reduction in the numbers of students in the Well-Below Benchmark range and an 8% reduction in the number of students in the Below Benchmark range. The overall 18% increase in the number of students in the Benchmark and Above Benchmark ranges, was most noted in the 15.5% increase in total students with scores within the Above Benchmark range (Chart 6).

Chart 6: Reading performance as demonstrated through the composite scores from the *DIBELS Benchmark Assessments* administered at the Beginning-of-the-Year (BOY) in the early Fall of 2016 and the End-of-the-Year (EOY) *DIBELS Benchmark Assessments* administered during late Spring of 2018 for **Longitudinal Cohort K-1**
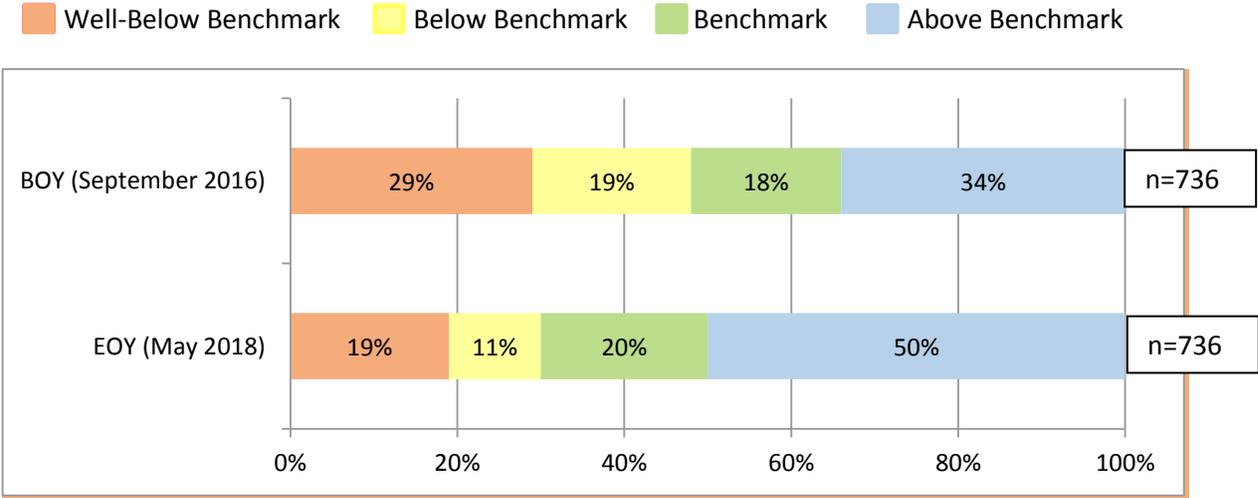
There were a total of 841 students in Longitudinal Cohort 1-2 when the End-of-the-Year (EOY) *DIBELS Benchmark Assessment* was administered in the May of 2018 (Table 24). This was a slight drop in the total number of students in the cohort since the previous Benchmark Assessment was administered at MOY, 2017-2018 SY (860 students). This cohort represents students who participated in the Structured Literacy Project during their entire first and second grade school years, but not during Kindergarten.

Performance on the initial BOY *DIBELS Benchmark Assessments* placed slightly more than half (52%) of the then beginning first graders' composite scores into the Well-Below Benchmark and Below Benchmark ranges. End-of-the-Year (EOY) performance on the Benchmark Assessment, as this student cohort neared the completion of second grade, showed a significant reduction in scores falling within these two bottom ranges of performance (27%). There was a 6% increase in the number of students in Longitudinal Cohort 1-2 with scores in the Benchmark range and an increase of 19% for the numbers of students with scores in the Well-Above Benchmark range (Chart 7).

Chart 7: Reading performance as demonstrated through the composite scores from the *DIBELS Benchmark Assessments* administered at the Beginning-of-the-Year (BOY) in the early Fall of 2016 and the End-of-the-Year (EOY) *DIBELS Benchmark Assessments* administered during late Spring of 2018 for **Longitudinal Cohort 1-2.**
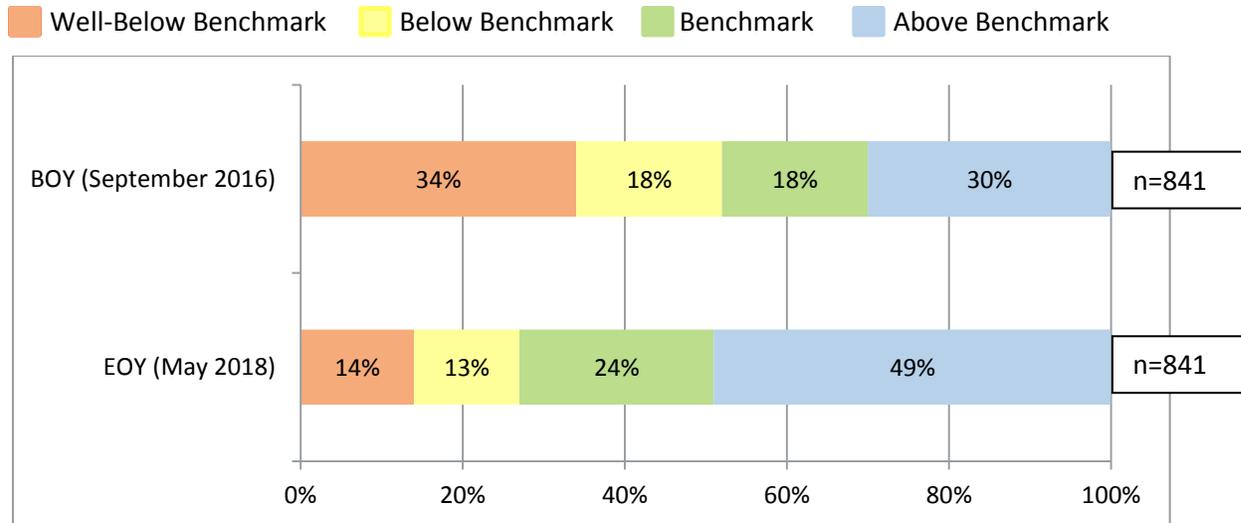
The entirety of the evaluation data gathered for the structured literacy project comes from a variety of sources which are identified in Table 17, the Return of Investment (pg. 55) and Table 18, the Key Data Sources, Procedures, Timelines, and Stakeholders (pages 56-60).

Table 17: Return on Investment

Payoff Needs	ROI Objectives	Level 5 - ROI

Students who are reading at grade level
Teachers who are Highly Qualified to teach reading
Strategic use of dwindling resources
Reducing the achievement gap
K-3 Reading Instruction aligned to Colorado Academic Standards
	1. Cost of all students in project considering those who were Well Below Benchmark and had a Significant Reading Deficiency, and those who score proficient on CMAS and maintain that level 3rd -5th grades (2019 - 2022)
	2. Cost of all teachers in project considering entry and exit scores on the TKS and Routine Rubric
	3. Cost of all schools in project considering the instructional leadership and *LET* progress
		Total Cost and intangible benefits calculated at end of project for K-3rd Grade (June 2019)
		1. Total number of students, and
		   a. Number of students who were <u>well below benchmark</u> and maintaining higher level in DIBELS
		   b. Total number of K – 3rd grade students with a SRD; total number of students with a READ Plan
		   c. Number of 3rd grade students scoring proficient on State assessment
		2. Total number of teachers, and
		   a. Total number of teachers scoring 95% or higher on *Teacher Knowledge Survey*
		   b. Total number of teachers scoring proficient to expert, on *Structured Literacy Routine Rubric*
		   c. Total number of teachers with at least a 75% confidence level attributing improvement to coaching on the *Embedded Coaching Program Survey*
		3. Total number of schools, and
		   a. Total number of schools scoring proficient/ exemplar in categories on *Literacy Evaluation Tool*

School Needs Comprehensive Literacy Program Improved reading proficiency of students Decreased number of students with a Significant Reading Deficiency Decreased number of students identified with a Specific Learning Disability	**Impact Objectives** Increased score on *LET* indicating a comprehensive Literacy Program is in place Improved Reading Proficiency (K-3rd Grade) Students maintaining reading proficiency expectations in 4th- 5th grade Decreased Significant Reading Deficiency Identification Decreased Specific Learning Disability Identification in Reading	**Level 4 - Impact Evaluation** Literacy Evaluation Tool (*LET*) (Survey) DIBELS Next Data (K-3rd Grade) ELA CMAS Data (3rd-5th Grade) READ Act Data (K-3rd Grade) SLD Eligibility Data (K-5th Grade) Specific ROI targeted questions to isolate coaching and identify intangible benefits (Questionnaire)
Performance Needs Teach the 5 components of reading Adjust instruction based upon data Differentiate instruction by name and by need	**Application Objectives** Use the structured literacy protocol with fidelity Data interpretation informs daily instruction Individualized tiered interventions are fluid	**Level 3 - Application Evaluation** Structured Literacy Routine Rubric (Observation: Classroom and Small Group) DIBELS Progress Monitoring Data
Learning Needs Foundational Literacy Knowledge Structured Literacy Routine Data interpretation and differentiation Developmentally appropriate instruction	**Learning Objectives** Improved teacher knowledge score Improved skills in providing developmentally appropriate instruction	**Level 2 - Learning Evaluation** Teacher Knowledge Survey (*TKS*) (Test) Coach Program Evaluation (Perception Survey)
Preference Needs Embedded coaching Virtual coaching Modeling of good instruction Collaboration	**Reaction Objectives** Perceive coaching to be relevant to job and important to job performance Rate coach as effective Recommend program to others	**Level 1 - Reaction Evaluation** Coach Program Evaluation (Perception Survey)

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

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

Data Source	Data Collection Procedure	Timeline	Planned Analysis	Stakeholder Representation
Embedded Coach Program Evaluation- Teacher Perception Survey	1. Data gathered via electronic survey annually and submitted to the Supervisor of Data Accountability & Achievement	February 2017 March 2018 May 2019	**Related to:** **Evaluation Question 1: Analyses 1 & 2; Evaluation Question 2: Analyses 4 & 5; Evaluation Question 3; Analysis 6; and Evaluation Question 4: Analysis 8** Conducted by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary**: Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee
Data Source	**Data Collection Procedure**	**Timeline**	**Planned Analysis**	**Stakeholder Representation**
Literacy Evaluation Tool	1. Long form completed by the CDE Literacy Coaches 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 2. Short-form completed by Principal, with the Literacy Coach, 2 times per year and submitted to the Supervisor of Data Accountability & Achievement 3. Long form completed by Principal, with the Literacy Coach, 2 times in final year of the project and submitted to the Supervisor of Data Accountability & Achievement	2016-2017; 2017-2018; (Nov., May) 2016-2017; 2017-2018; (Nov., May) 2018-2019 (Nov., May)	**Related to:** **Evaluation Question 3: Analyses 6 & 7** Analysis conducted by Principals, Literacy Coaches, and Literacy Specialists for adjustment to comprehensive literacy program. Analysis of annual data conducted by the Supervisor of Data Accountability & Achievement, Results Driven Accountability. Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	**Primary**: Principals and Teachers Other stakeholders involved at various times throughout the Project: Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee
Data Source	**Data Collection Procedure**	**Timeline**	**Planned Analysis**	**Stakeholder Representation**

Coach Logs: Use of Time	1. Data collected by Literacy Coaches according to category	Daily	**Related to:** **Evaluation Question 4: Analysis 8**	**Primary**: Principals and Teachers
	2. Data consolidated and reported to CDE Literacy Specialists via electronic form	Monthly	Consolidated percentages analyzed by the CDE Literacy Specialists and the Supervisor of Data Accountability & Achievement, Results Driven Accountability.	Other stakeholders involved at various times throughout the Project:
	3. Data consolidated and submitted to the Supervisor of Data Accountability & Achievement	June 2017 June 2018 June 2019	Data discussions and recommendations for project adjustment gathered from stakeholders and implemented as appropriate.	Directors of Special Education, District Leadership, Institutes of Higher Education representatives from CEEDAR leadership team, Colorado Special Education Advisory Committee

Additional Longitudinal Data

Another measure of improved reading achievement at the nineteen (19) schools that participated in the Project during both Phase III, Year 1 (2016-2017), and Phase III, Year 2 (2017-2018), is the number of student identified with a Significant Reading Deficiency (SRD) per the *Colorado READ Act,* during each of these years, as compared to SY 2015-2016, prior to the Project implementation. In June of 2016, the 19 schools reported a total of 781 students as having been identified as having an SRD (*READ Act* Data Collection, 2015-2016 SY). In June of 2018, the 19 schools reported 690 students as having been identified as having an SRD (*READ Act* Data Collection, 2017-2018 SY) (Table 19).

Table 19: Comparison of the number of identified students with a Significant Reading Deficiency (SRD) in 19 Project schools over a 3-year span based on the yearly *READ Act Data Collection*.

Number of Students Identified with a Significant Reading Deficiency (SRD) Colorado READ ACT			
19 Schools Participating in the Structured Literacy Project	2015-2016 SY (prior to Project)	2016-2017 SY (Phase III, Year 1)	2017-2018 SY (Phase III, Year 2)
	781	754	690

There has been a 12% reduction in the number of students identified as having a Significant Reading Deficiency (SRD) in the nineteen participating schools. Although this percentage is not as significant of a decease as we might have anticipated at the start of Phase III, an analysis of each of the nineteen schools' *READ Act* data showed a striking similarity between the reduction of SRDs and the school's degree of effective implementation of the Structured Literacy routines as reported by the embedded coaches.

Our initial Phase II pilot school has reduced the number of students identified as SRD by 42% since the 2015-2016 SY. Three Phase III schools stand out with reductions of 33% at one school and 28% at two schools. These pose significant celebrations. In contrast, the two schools which have chosen to leave the Project at the end of Phase III, FFY 2017, both showed an increase in the number of students identified as SRD (over the same time period), consistent with the low degree of fidelity of implementation and therefore low rate of progress in moving students out of well-below benchmark as identified in Chart 9 (pg. 67).

Planned Data Analyses

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

Analysis 1: CDE literacy specialists administered the teacher knowledge survey at the beginning (Fall SY2017-18) and at the end of the school year (Spring 2017-18). The teacher knowledge survey measured the level of teachers' knowledge of English language structure. We expected a significant increase in the teachers' knowledge.

One-hundred thirty six personnel participated in the teacher knowledge survey in fall of 2017-18 school year (time 1). Among them, 111 participated again in spring of 2017-18 school year (time 2). The 111 participants consisted of 1st grade teachers, 2nd grade teachers, special education teachers, related service providers, interventionists, and other educators such as para professionals and ELL teachers. A paired-sample *t*-test indicated a significant increase in the participating personnel's' knowledge of English language structure from time 1 (*M* = 45.18% correct, *SD* = 19.00%) to time 2 (*M* = 59.72% Correct, *SD* = 18.18%; $t(110) = 11.54$, $p <.001$). Additionally, the correlation between the scores at time 1 and time 2 was $r(111) = .75$ ($p < .001$), which suggested that participating personnel's previous knowledge of English language structure as measured at time 1 was a strong predictor of their scores at time 2. (Figure 3)

Figure 3: Teacher knowledge at time 1 and 2
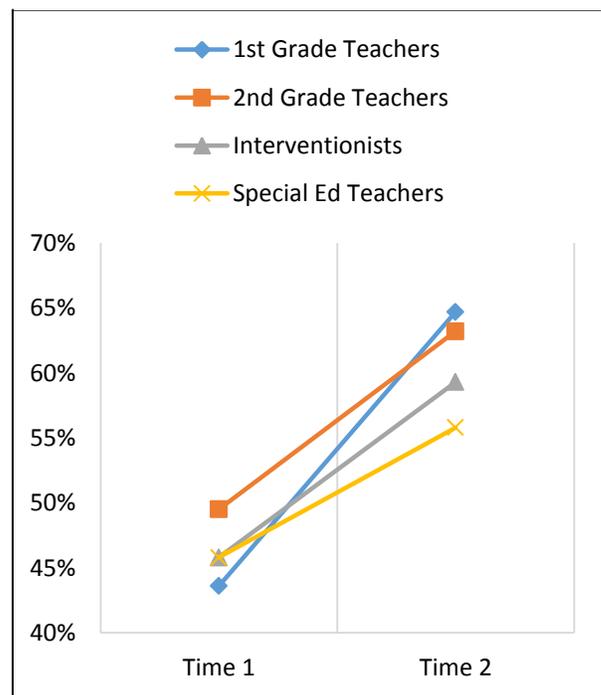
Though the 111 personnel who participated in the teacher knowledge survey showed a significant increase in their knowledge from time 1 to time 2, this increase might be dependent on the role the personnel play. To test this hypothesis, the teacher knowledge survey participants were divided into 4 groups: literacy interventionists (*n* = 18), 1st grade teachers (*n* = 12), 2nd grade teachers (*n* = 41), and special education teachers (n=17). Participants who were not categorized in any of these groups (e.g., ELL teachers, para) were excluded from this analysis due to an insufficient number of personnel in respective groups. The significant increase in participants' knowledge between time 1 and time 2; $F(1, 84) = 80.48$, $p < .01$, was not dependent on the participants' roles; $F(3, 84) = 1.55$, $p > .05$, indicating that all participants increased their knowledge in English language structure regardless of their roles.

As shown in Table 21 and Figure 3, 1st grade teachers showed the greatest increase in their knowledge in English language structure, starting out with the least amount of knowledge at time 1 and surpassing all other groups at time 2; however, the increase did not reach a statistical significance.

Table 21: Descriptive Statistics of Teacher Knowledge at Time 1 and Time 2

		Time 1		Time 2	
	n	*M*	*SD*	*M*	*SD*
1st grade teachers	12	43.63%	19.23%	64.71%	16.46%
2nd grade teachers	41	49.47%	16.19%	63.24%	17.48%
Interventionists	18	45.75%	23.25%	59.28%	18.34%
Special Ed teachers	17	45.81%	17.41%	55.78%	19.21%

Analysis 2: The embedded Project coaches completed the structured literacy implementation rubric for each teacher at the beginning (BOY), middle (MOY) and the end of the year (EOY). The structured literacy implementation rubric measured the extent to which the teacher followed the routines that were considered best practices for reading pedagogy. With the hands-on guidance from the coaches, we expected teachers to improve their fidelity of the routines over the school year. In addition, we expected teachers who showed greater knowledge of English language structure as measured by the teacher knowledge survey to show accelerated improvement in following effective literacy routines.

Sixty-eight teachers were evaluated during the 2017-18 school year, however, 2 of them were not evaluated at the end of the year. The following analyses included the remaining 66 teachers. (Figure 4)

Figure 4: Structured literacy implementation rubric scores at the beginning, middle, and end of the year.
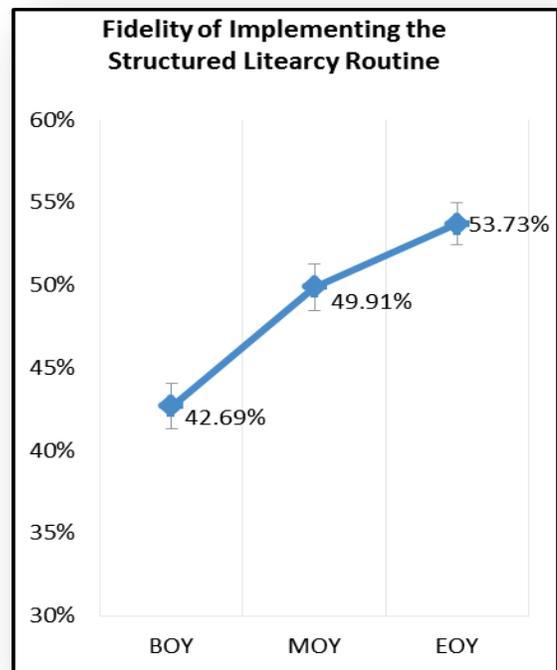
The teachers' level of implementing effective literacy routine improved significantly over the year; $F(1.56, 101.29) = 108.73$, $p < .001$ (Greenhouse-Geisser correction was applied to the within-subject effect due to a violation of the sphericity assumption). The significant increase in the implementation of literacy routine was observed between BOY and MOY; $t(65) = 11.44$, p

<.001, MOY and EOY; $t(65)$ = 5.69, p <.001, and BOY and EOY; $t(65)$ = 11.74, p <.001. Thus, as illustrated in Figure 4, the teachers did improve in the fidelity of implementing the structured literacy routine as evaluated by their coaches from the beginning to the middle of the year and from the middle to the end of the year.

In the previous year (SY2016-17), teachers' level of knowledge in English language structure measured in fall was significantly correlated with the level of implementation of effective literacy routine as measure at BOY and MOY, and teachers' level of knowledge in English language structure measured in winter was significantly correlated with the level of implementation of effective literacy routine as measured at MOY and EOY. To replicate these findings with the current year data, the correlations between teacher knowledge survey in fall and spring, and the fidelity of implementing the structured literacy routine at the beginning (BOY), middle (MOY), and end (EOY) of the year were examined.

Unlike the previous year, significant correlations between teacher knowledge and literacy routine implementation was not observed at any point in the year. The only correlations observed were the expected ones within the teacher knowledge survey measured two times in the year and within the literacy routine implementation measured 3 times in the year. The failure to replicate the previous findings might have to do with the lack of power in the analyses – approximately double of the current year's number of teachers were evaluated with both teacher knowledge survey and literacy implementation rubric in the previous year. The fact that only 29 teachers were evaluated with both instruments might have undermined the power to detect association between the two instruments. (Table 21)

Table 21: Correlation Between Teacher Knowledge Survey Scores And Literacy Routine Implementation

		1	2	3	4	5
1	Teacher Knowledge Fall SY2017-18	-				
2	Teacher Knowledge Spring SY2017-18	.75**	-			
3	Literacy Routine Implementation BOY SY2017-18	.17	.05	-		
4	Literacy Routine Implementation MOY SY2017-18	.18	.09	.90**	-	
5	Literacy Routine Implementation EOY SY2017-18	.15	-.02	.78**	.91**	-
M		45.77%	59.72%	40.29%	48.14%	51.79%
SD		19.89%	18.18%	11.88%	12.32%	10.80%
N		136	111	28	28	28

* Correlation was significant at the p =.05 level.
** Correlation was significant at the p =.01 level.

In summary, teachers' knowledge of English language structure and fidelity in implementing literacy routine increased during SY2017-18, as these teachers received on the job support from the Project coaches; however, the teachers' prior knowledge of English language structure or the knowledge measured as of the spring semester was not related to the level of implementing literacy routine.

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

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

<u>As a whole project</u>

In the Structured Literacy Project as a whole, 19 schools participated from the beginning to the end of the school year in 2017-18, which included 929 kindergarteners, 951 first graders, 1001 second graders, thus a total of 2881 students. Out of the 2881 total students, 742 were categorized as reading at the "well-below benchmark" level – the lowest level of reading according to DIBELS Next$^{©}$. However, at the end of the school year, the number of students in this level was reduced to 320 students, which means that 57% exited from the category by the end of the school year (Chart 8).

Chart 8*: All 742 students (matched cohort) who **started from well-below benchmark** at the beginning-of- the-year (BOY 2017-18) where they were at the end-of-the-year (EOY 2017-18)*
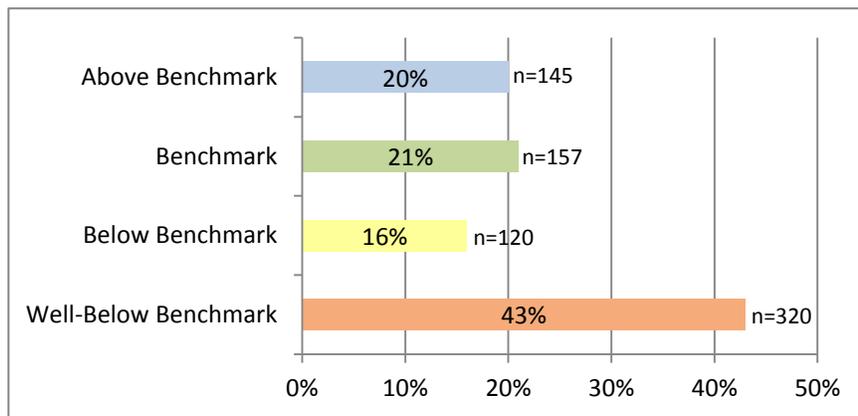
DIBELS Next$^{©}$ publishes a progress planning tool that is available on the CDE website, located under ELG Grant recipients, (<u>mClass DIBELS Progress Planning Tool-Decreasing the Percentage of Students Reading at Well Below Benchmark Levels</u>) which indicates if the progress made by a classroom, grade, or school from the beginning of the year to the end of the year is well-below-average progress, below-average progress, average progress, above-average progress, or well-above-average progress. These progress categories are empirically tested with national sample, with strong predictive validity as demonstrated in the robust fit of the model. Among the 929 kindergarteners who participated in the current project, 293 were in the well-below benchmark category at the beginning of the year (Table 22). At the end of the year, 49 of them remained in

the well-below benchmark category (83% reduction). DIBELS Next[©] progress planning tool indicated that this was a well-above-average progress – the greatest amount of growth among 5 progress categories. Among the 951 first-graders who participated in the current project, 237 were in the well-below benchmark category at the beginning of the year, which was reduced to 130 at the end of the year (45% reduction). DIBELS Next progress planning tool indicated that this was an above-average progress. Among 1001 second graders who participated in the current project, 212 were in the well-below benchmark category at the beginning of the year, which was reduced to 141 at the end of the year (33.5% reduction). DIBELS Next[©] progress planning tool indicated that this was a well-above-average progress.

Table 22: The 'Level of Progress' as computed by the *mClass DIBELS Progress Planning Tool-Decreasing the Percentage of Students at Well-Below Benchmark* for K-2nd grade students participating in the Structured Literacy Project during the 2017-2018 SY

2017-2018 BOY to EOY Progress Moving Students OUT OF Well-Below Benchmark			
Grade Range	BOY % at Benchmark	EOY % at Benchmark	Level of Progress
Grade K-2	27%	11%	Well Above Average Progress

2017-2018 BOY to EOY Progress Moving Students OUT OF Well-Below Benchmark			
Grade Range	BOY % at Benchmark	EOY % at Benchmark	Level of Progress
Kindergarten	32%	5%	Above Average Progress
1st Grade	25%	14%	Above Average Progress
2nd Grade	21%	14%	Well Above Average Progress

Further analyses revealed that the progress of students who started from well-below benchmark was dependent on the students' grade; X^2 (6, N =742) = 210.28, $p < .001$ (Table 23). More than expected numbers of kindergarteners who started from well-below benchmark reached benchmark; X^2 (1, $N = 293$) = 34.63, $p < .001$, or above benchmark; X^2 (1, $N = 293$) = 112.36, $p < .001$, and fewer than expected numbers of kindergarteners who started from well-below benchmark stayed in well-below benchmark; X^2 (1, $N = 293$) = 137.62, $p < .001$. In contrary, fewer than expected numbers of first graders who started from well-below benchmark reached above benchmark; X^2 (1, $N = 237$) = 11.82, $p < .001$, and more than expected numbers of first graders who started from well-below benchmark stayed in well-below benchmark; X^2 (1, $N = 237$) = 19.52, $p < .001$. Likewise to the first graders, second graders showed the similar trend such that fewer than expected numbers of second graders who started from well-below benchmark reached benchmark; X^2 (1, $N = 212$) = 14.08, $p < .001$, or above benchmark; X^2 (1, $N = 237$) = 62.02, $p < .001$, and more than expected numbers of second graders who started from well-below benchmark stayed in well-below benchmark; X^2 (1, $N = 237$) = 66.16, $p < .001$. (Table 23)

Table 23: Students Who Started From Well-Below Benchmark At The Beginning Of The Year And Their Progress At The End Of The Year By Grade

		Stayed in well-below benchmark	Below benchmark	At the benchmark	Above benchmark	Total
Grade K	Count	49	37	94	113	293
	%	16.7%	12.6%	32.1%	38.6%	100%
Grade 1	Count	130	41	37	29	237
	%	54.9%	17.3%	15.6%	12.2%	100%
Grade 2	Count	141	42	26	3	212
	%	66.5%	19.8%	12.3%	1.4%	100%
Total	Count	320	120	157	145	742
	%	43.1%	16.2%	21.2%	19.5%	100.0%

In summary, the current project was successful in moving students categorized as "well-below benchmark" at the beginning of the year out of the category by the end of the year. However, the extent to which such success happened depended on the students' grades – kindergarteners were more successful in exiting from well-below benchmark and achieving benchmark or above benchmark at the end of the year, on the other hand, first and second graders had a harder time exiting from well-below benchmark and achieving benchmark or above benchmark at the end of the year. This trend was seen in the current project in the previous school year of 2016-17 with kindergarteners and first graders. Though the % of students who stayed in well-below benchmark at the end of the year increased with the grade level (16.7% in kindergarten, 54.9% in 1st grade, 66.5% in 2nd grade), the difficulty to move students who start from well-below benchmark out of the category also increases as the students' progress up in grades. However, the DIBELS Next[©] progress planning tool determined our second grade cohort to have shown *well-above-average progress*. Since the tool "utilizes data from mCLASS users across the nation to provide schools and districts with a meaningful comparative perspective for their progress during the school year,"[1] demonstrating well-above-average-progress is a significant gain for the students in the Structured Literacy Project.

<u>School level</u>

We examined each participating school by grade level and their progress in moving students OUT of the well-below benchmark category. In all grades, all but two schools showed "average progress" or greater. The two schools that showed below average growth did so in kindergarten grades (Chart 9). The school-level progress was not dependent on the students' grade; X^2 (6, N = 57) = 7.43, p = .28, meaning that all grades had expected numbers of schools in each progress category.

[1] http://www.cde.state.co.us/coloradoliteracy/dibelsnextresources

Chart 9: The 'Level of Progress' of the **19 Schools** participating in the Structured Literacy Project during the 2017-2018 SY moving students **OUT OF** well-below benchmark as computed by the *mClass DIBELS Progress Planning Tool-Decreasing the Percentage of Students at Well-Below Benchmark*
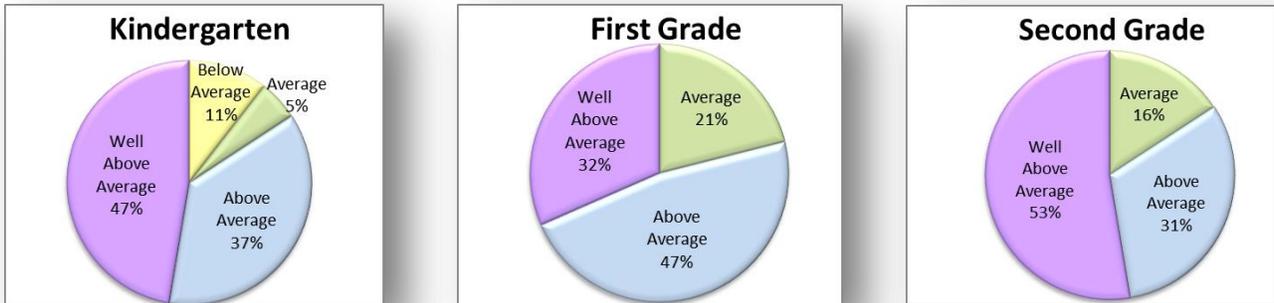
We also examined each participating school by grade level and their progress in moving students INTO the benchmark category or higher. The data showed 74% of schools achieved Above Average and Well-Above Average Levels of Progress at moving students into the Benchmark range or higher at the Kindergarten Level. At first grade, 47% of participating schools achieved Above Average and Well-Above Average Levels of Progress. 63% of schools achieved Above Average and Well-Above Levels of Progress at the second grade level (Chart 10).

Chart 10: The 'Level of Progress' of schools in the Structured Literacy Project during the 2017-2018 SY moving students **INTO** benchmark or higher as computed by the *mClass DIBELS Progress Planning Tool-Increasing the Percentage of Students Reading at Benchmark Levels* for Kindergarten, First, and Second Grades
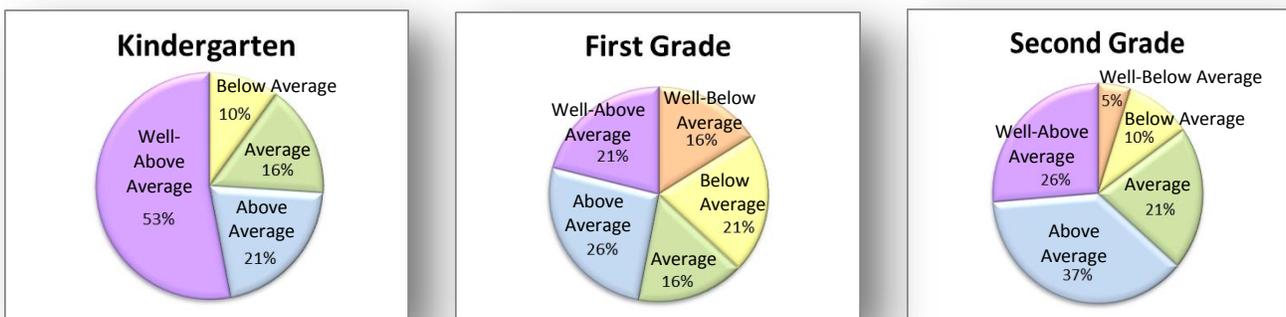
Description of Analysis 4: The SSIP team expects that when teachers reach a higher degree of fidelity implementing the structured literacy routine, the greater the students' proficiency will be in reading.

The SSIP team is planning to conduct this analysis at the end of the Project, June 2018**.**

Description of Analysis 5: If the hypotheses in Analyses 2 and 4 are true, The SSIP team expects teachers' knowledge in English language to be the mediator between the structured literacy routine implementation and students' improved reading proficiency. This mediation effect should be a partial effect, meaning the association between the structured literacy routine implementation and students' improved reading proficiency should be weakened due to the introduction of the mediating variable – growth in teachers' knowledge – however the direct effect should still be significant.

The SSIP team is planning to conduct this analysis at the end of the Project, June 2018**.**

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

Analysis 6: Each SIMR school was evaluated by a SIMR coach on the extent to which school employs a comprehensive literacy programing via the literacy evaluation tool. The literacy evaluation tool examined the effectiveness of various facets of literacy programing at the school – universal instruction, assessment practices, data based decision making, family and community partnering to name a few. The coaches completed the literacy evaluation tool at the beginning of the year (BOY) and at the end of the year (EOY) of SY2017-18. We expected that the greater growth schools would show in the implementation of comprehensive literacy programming as measured by the literacy evaluation tool, the greater the students' growth in reading.

The literacy evaluation tool scores were available from 16 out of 19 participating schools. The comprehensive literacy programming at the schools as measured by the literacy evaluation tool improved significantly from BOY (M = 37.03% implementation, SD = 13.06%) to EOY (M = 46.59% implementation, SD = 10.58%) as evaluated by coaches; $t(15)$ = 5.77, p < .001 (Figure 5). The correlation between the BOY scores and EOY scores was significant and positive; $r(16)$ = .86, p < .001, indicating that the schools' level of comprehensive literacy programming in place at BOY was a strong predictor of their level of comprehensive literacy programing in place at EOY.

Figure 5: Literacy evaluation tool score at BOY and EOY as evaluated by coaches.

LITERACY EVALUATION TOOL SCORE

37.03%

46.59%

BEGINNING OF THE YEAR   END OF THE YEAR
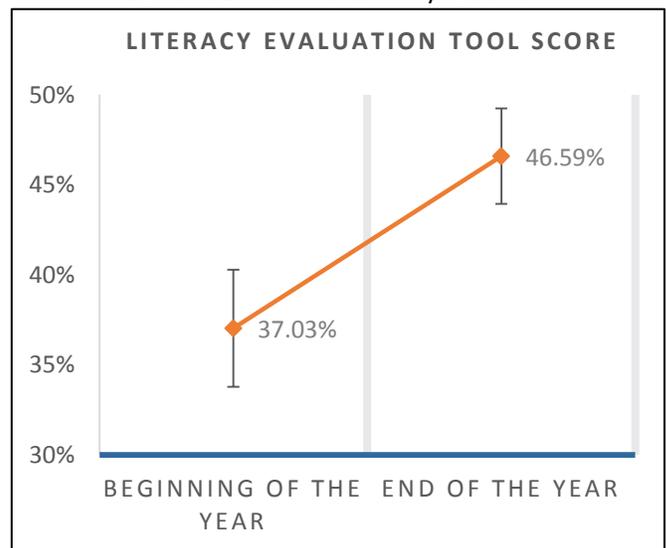
The SSIP team hypothesized that the extent to which literacy programming was in place at schools was related to the amount of improvement students would demonstrate in reading. As shown in Table 24, the literacy programing implementation at BOY was negatively correlated with the change in the level of implementation at EOY and BOY; $r(16) = -.59$, $p = .02$, which indicated that schools that had higher level of literacy programing implementation already in place at the time of BOY did not show much improvement in EOY. On the other hand, the schools that had poorer literacy programing implementation in place at BOY had greater room to improve, and in fact, tended to grow in their level of implementation in EOY. Similarly, the strong positive correlation between % of students in well-below benchmark at BOY and the change of % well-below benchmark at BOY to EOY; $r(16) = .89$, $p < .001$, indicated that schools with greater number of students in well-below benchmark at BOY showed greater reduction in % well-below benchmark by EOY. Lastly, though the correlation did not reach significance presumably due to the lack of power with only 16 schools, the negative correlation between the % change of students at well-below benchmark at EOY and BOY and the % change in the literacy implementation at BOY to EOY indicated that a greater positive change in literacy implementation programming in schools was related to greater reduction of the % of students in well-below benchmark; $r(16) = -.28$, $p > .05$.

In summary, the participating schools showed significant improvement in the implementation of literacy programing from the beginning to the end of the year; however, the relationship between such improvement and the reduction of students who remained in well-below benchmark was not demonstrated from the current data.

Table 24: Correlation between literacy programing implementation % at BOY, EOY, the difference between EOY and BOY, and the difference in the % of students who were at the well-below benchmark between EOY and BOY

		1	2	3	4	5	6
1	Literacy Implementation % BOY	-					
2	Literacy Implementation % EOY	.86**	-				
3	Literacy Implementation % EOY - BOY	-59*	-.10	-			
4	% Well-below benchmark BOY	-.15	-.12	.09	-		
5	% Well-below benchmark EOY	.01	-.01	-.04	.90**	-	
6	% of students who were at well-below benchmark at BOY - EOY	-.28	-.21	.20	.89**	.60*	-
M		37.03%	46.59%	9.56%	26.07%	11.79%	14.28%
SD		13.06%	10.58%	6.63%	11.14%	6.36%	6.09%

**Correlation was significant at the $p = .01$ level.

* Correlation was significant at the $p = .05$ level.

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

Figure 6: Literacy evaluation tool scores as rated by coaches and principals at the beginning and the end of the school year.
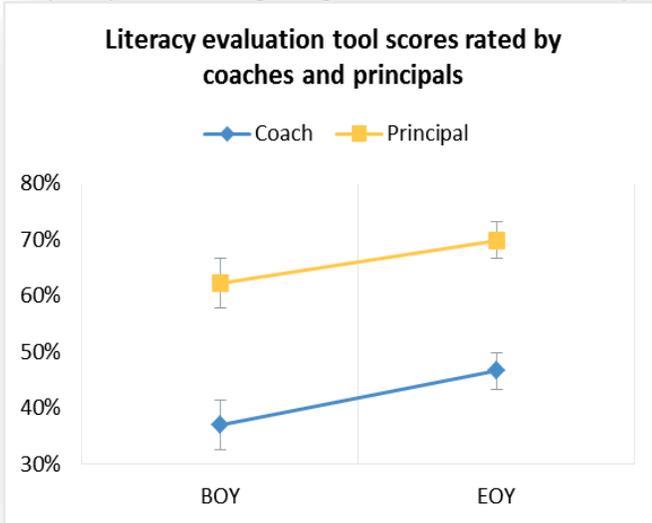
Principals scored their own schools' comprehensive literacy programming implementation significantly higher than coaches; $F(1, 30) = 21.53$, $p < .001$, and coaches and principals together significantly increased the literacy evaluation tool scores from BOY to EOY; $F(1, 30) = 20.06$, $p < .001$ (Figure 6).

Though principals' rating of their own schools' level of comprehensive literacy programming was significantly higher than coaches', positive correlations were detected with coaches' BOY ratings and principals' BOY ratings; $r(16) = .58$, $p = .02$, and coaches' EOY ratings and principals' EOY ratings to the less extent; $r(16) = .44$, $p = .09$. This means that, higher the coaches' rating, the higher the principals' rating at the beginning and the end of the year. Moreover, principals' rating at EOY was negatively related to the % of students remained in well-below benchmark; $r(16) = -.57$, $p = .02$, such that the higher the principals rating of their own schools' literacy programming at the end of the year, the greater reduction of students in the well-below benchmark category the schools have achieved.

Evaluation Question 4: How do effective structured literacy project coaches use their time?

Description of Analysis 8: Each structured literacy coach makes note of what percentage of time is used for various activities such as classroom observation, classroom demonstration or modeling, administrative meeting, and data analysis every month. The SSIP team will conduct an exploratory analysis of multiple regression to examine if there are any particular ways of spending time for coaches that are linked to accelerated students' reading proficiency.

We are not able to conduct this analysis at this time due to the small n size of coaches participating in the Project at this time. If we increase the number of coaches, we will be able to conduct an analysis at that time.

Embedded Coaching Perception Survey

This perception data report was included in FFY 2016 report, but is based upon FFY 2017 data, therefore we have included it here for consistency.

A Teacher Perception Survey was conducted via Survey Monkey between March 5, 2018 and March 16, 2018. The Literacy coaches contacted each participant to encourage them to respond, gave them the link to the survey, and followed-up to remind them to respond. There are a total of 138 teachers, 20 Principals, and a variable number of specialists who are participating in the project during 2017-2018. There were 154 total respondents to this survey. The response rate for specifically for teachers was 97.8% (Table 25).

Table 25: Response Rate for Embedded Coach Survey

	1 year in project	2 years in project	3 years in project
1. Kindergarten Teachers	8	38	1
2. First Grade Teachers	11	29	1
3. Second Grade Teachers	41	5	1
4. Specialists	4	10	2
5. Administration	0	2	1
N (respondents)	64	84	6

In order to examine the general perception of the coaching from the teachers' perspective, we administered a short survey. The survey contained seventeen questions, and respondents indicated the extent to which they agreed with each question using a 100% scale. The survey item, mean agreement %, and standard deviation for each question are listed in the table below (sorted from highest agreement to the lowest). Based upon the educator feedback from the survey conducted last year we modified and changed some of the survey statements. For the FFY 2016 survey: 7 statements are identical to FFY 2015, 3 statements had a stem phrase, "As a result of the coaching" added to the beginning of the statement, and 7 statements were modified to more accurately reflect the coaching we were providing. Table 26 indicates if the questions were the same, adjusted, or new.

The principal component factor analysis extracted two factors from the survey. The questions *without asterisks* loaded to the first factor, and the questions *with asterisks* loaded to the second factor. The first factor seemed to capture the effect of coaching on the teachers' ability to teach literacy, whereas the second factor seemed to capture the teachers' impression of the coaches. The second factor – teachers' impression of coaches tended to be the most agreed-upon questions, indicating the strong rapport the coaches cultivated with each teacher throughout the school year (Table 26).

Compared to FFY 2015:	Question	*Mean*	*SD*	
Same	I feel comfortable seeking out the coach when I have a question or need.	92.54	19.79	∗
Same	I am clear about what is expected of me as a result of the coaching.	85.53	21.46	∗
Same	I am comfortable with the pace of the coaching.	83.90	22.57	∗
New	The coaching I've received has expanded my knowledge so that I have a better understanding of the structure of the English language.	82.52	25.51	
New	The coaching I've received has expanded my knowledge in the relationship between reading and spelling.	81.45	25.72	
New	The coaching I've received has expanded my knowledge in the relationship between written language and spelling.	81.13	26.12	
Same	The coaching has provided me with new teaching skills.	80.35	23.93	
New	As a result of the coaching, I see improved student outcomes from building my skills in using the Structured Literacy Routine.	79.29	25.07	
Adjusted	As a result of the coaching, I can more effectively use data to intentionally plan needs-based instruction (e.g., class, small group instruction, learning centers, individual).	78.77	26.71	
New	The coaching I've received has expanded my knowledge to better use formative assessment to inform literacy instruction.	78.51	26.21	
Same	The materials provided by the coach are essential to my success.	78.04	26.85	∗
New	The coaching I've received has expanded my knowledge about oral language as a foundational skill in the development of early literacy.	77.97	28.20	
Same	As a result of the coaching, I have higher academic expectations in literacy for all students.	77.77	31.32	
Adjusted	As a result of the coaching, I can more effectively use direct and explicit instructional practices for all students including those with disabilities.	74.08	29.43	
Same	As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors).	73.84	30.44	
Adjusted	As a result of the coaching, I am better at meeting the diverse needs of each and every student in my classroom.	72.71	31.03	
New	As a result of the coaching, I can more effectively use the Individual Education Plan (IEP) to align my small group reading instruction with student goals.	67.94	31.80	

When the same questions were asked in a survey at the end of SY2015-16, these items were also highly agreed upon then. The question "I am clear about what is expected of me as a result of the coaching" was the only question that seemingly increased in agreement compared to last year (*M* = 80.1 in 2015-16, *M* = 85.53 in 2016-17). The teaching ability questions were agreed to less extent than the coaches' impression questions, presumably because teachers believed that there was still room to grow in their ability to teach literacy. The least agreed questions seem to

be specific to the teachers' ability in differentiating the instruction based on individual students' needs, including students with IEPs.

For example, the question with lowest agreement was "As a result of the coaching, I can more effectively use the Individual Education Plan (IEP) to align my small group reading instruction with student goals" (*M* = 67.94%, *SD* = 31.80), second lowest agreement was "As a result of the coaching, I am better at meeting the diverse needs of each and every student in my classroom" (*M* = 72.71%, *SD* = 31.03), followed closely by "As a result of the coaching, I can effectively match the needs of my students to literacy support personnel (e.g., paras, interventionists, tutors)" (*M* = 73.84%, *SD* = 31.44).

These three questions also showed higher standard deviations compared to other questions, indicating greater variability between teachers' confidence in tailoring literacy instruction to individual students' needs. Based on these results, the teachers might benefit from more coaching on how to differentiate instruction based on individual students' needs and how to leverage IEP in instructional planning.

Reflection:

As we look back at the entirety of the Structured Literacy Project during the 2017-2018 SY, there are a number of celebrations. We have continued to see classroom teachers increase their knowledge and understanding of early reading development. As classroom teachers have become more knowledgeable and more experienced in the use of the Structured Literacy routines, we have seen improvement in the quality of lesson/routine delivery in many classrooms. As teachers have experienced increasing success with their students, they have expressed an increased enthusiasm for the Project. While this enthusiasm is not 100% in all schools and classrooms, the coaches report an increasing willingness on the part of many teachers to actively engage with coaching and with the Project as a whole.

During the early summer of 2018, feedback from coaches and teachers was used to further refine the *K-2 Structured* Literacy Scope and Sequence in preparation for the addition of the Grade 3 component of this document. Early training with third-grade teachers on the content of the Third Grade Structured Literacy Scope and Sequence was met with great interest. Teachers expressed an appreciation for the advanced level of word work and morphology that was included in K-3 Structured Literacy Scope and Sequence for third-grade classrooms. Enthusiasm for the Project has resulted in numerous requests for the possible addition of a Fourth-Grade Structured Literacy Scope and Sequence for the 2019-2020 SY.

Additionally, two of the districts with schools currently participating in the Project have expressed an interest in expanding the implementation of Structured Literacy into all of the elementary schools within their districts. This is in addition to the district, which made this request early in the Project, and where we have consistently offered Structured Literacy training to both their 'Project' and 'non-Project' schools.

As we reflect on our second year of full Project implementation, we reconsidered the trends observed during the first full year of implementation as documented in the FFY 2016 SSIP Report on page 64. These trends continue to present ongoing challenges to the effective implementation of the Structured Literacy Project.

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

During the past year, the Project has focused on increasing teacher knowledge of basic literacy and language structures, as well as the effective use of data to inform instruction at three grade-levels, and during interventions at these grade levels. As expected, implementing the Project at an additional grade level has significantly impacted coaching schedules, observations, and fidelity evaluations. This challenge will continue into Phase III, Year 3, when an additional 46 third-grade classroom are added to the Project.

Consistent with research on innovation and effective implementation of new initiatives within schools, the Structured Literacy Project has, since its initial design, strongly believed that embedded coaching would be a key factor in the success of the Project. During Phase II, Year 2 we have seen both the positive impact of coaching, as well as the negative impact of adding

additional classrooms to each of the embedded coaches weekly schedules. We have also experienced the positive impact of continued learning and practice in the implementation of Project routines and strategies.

Another area that has continued to plague Project efforts is the effect of teachers' low expectations of students who struggle with the acquisition of early foundational literacy skills. This subset of early learners includes students with disabilities, those with impoverished early language skills, and students new to the English language. Our continued focus on all tiers of instruction will need to be paired with an increased awareness, understanding, and appreciation for the research that supports the significant level of literacy learning that is possible for all students, with the exception of a very limited few.

D. Data Quality Issues

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

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

E. Progress Toward Achieving Intended Improvements

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

Long term scale up and sustainability of the State Systemic Improvement Plan (SSIP) has been the goal since the inception of the work. When considering the entirety of the SSIP, (*i.e.,* all three improvement strategies) the long-term, positive impact of the SSIP is becoming evident, specifically as various state and department plans are woven together forming a more cohesive action plan toward the goal of improving outcomes for all students.

To guide the discussion regarding changes in the infrastructure, the State has begun to utilize a resource developed by the National Center for Systemic Improvement, the *SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation.*[2] This tool was developed "…to allow those involved at the state level in the implementation of the SSIP to reflect on the infrastructure work they have accomplished in relation to each of the Implementation Drivers and each Implementation Stage…" (S. DeRuvo & C. D'Acord, 2018, pg. 1). This tool is based upon Implementation Science and the current work of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP).

---

[2] National Center for Systemic Improvement. S. DeRuvo & C. D'Acord (2018) *SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation.* (Please Note: The document is based on the work of the National Implementation Research Network (NIRN) © 2014 Dean Fixsen and Karen Blasé Fixsen, D., & Sims, G. (2014) Active Implementation Quick Reference Guide. University of North Carolina, Chapel Hill.)

As stated earlier in this report (pg. 33), the State entered into a partnership to receive technical assistance (TA) from SISEP and they have provided on-going TA and professional learning opportunities to deepen knowledge of Implementation Science at the state level. In light of this improved working knowledge and deeper understanding of the Formula for Success, when revisiting the original infrastructure and data analyses from Phase I & II to reflect on the State's progress in implementing the SSIP, the NCSI tool aided in clearly identifying the State's starting point and on-going progress in implementing the SSIP.

Figure 7: SISEP's Formula for Success
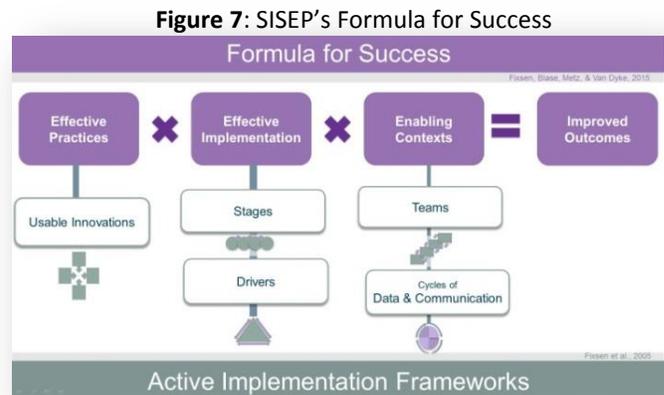
In order for the reader to better understand the State's starting point, the root causes identified in Phase I are listed below. For more in-depth information on the root causes, please see the Phase I SSIP Report (FFY 2014, pg. 66) and Phase II SSIP Report (FFY 2015, pg. 8) at **http://www.cde.state.co.us/cdesped/spp-apr**

Root Causes leading to the selection of SSIP Improvement Strategies:

- School instructional leaders do not sufficiently emphasize the shared responsibility of all staff for student success and a rigorous cycle of teaching and learning emphasizing best first instruction
- School instructional leaders do not adequately understand how to implement and sustain a multi-tiered system of supports
- Special education and general education teachers have limited knowledge regarding how to teach reading
- General education teachers and special education teachers have a limited knowledge regarding specialized instructional practices for teaching reading to students with disabilities.
- Time and intensity is not always adequate for direct and explicit literacy instruction
- Teachers do not systematically use data to inform instructional practices
- Minimal cross departmental collaboration for TA/PD related to students with disabilities
- Special education teachers, general education teachers, and literacy specialists are not trained as team nor given adequate common planning time for collaboration during the school day

As we have progressed through SSIP Implementation two additional Root Causes have been identified:

- Multiple initiatives (state and district mandated, as well as school chosen) that compete with the leader's and teacher's focused attention on implementation of the evidence-based practice
- The Principal works primarily from the perspective of a Building Manager rather than an Instructional Leader

As the State reflected on the overall progress of the State Systemic Improvement Plan's infrastructure development to address these root causes, the instructions and purpose information from the *SSIP Infrastructure Development Planning and Progress Measurement Tool*, helped guide the process. According to the purpose, this tool will help measure the implementation of the Competency Drivers (*i.e.,* Selection, Training, and Coaching) and the Organizational Drivers (*i.e.,* Decision Supporting Data System, Facilitative Administration, and Systems Intervention) as well as the changes in Leadership (*i.e.,* adaptive and technical), as well as help "create a focus for improvement planning to continue to make improvements to infrastructure and build the sustainability of the SSIP."[3] For more information on Implementation Science and the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) please see https://sisep.fpg.unc.edu/

According to the instructions on using the NCSI Tool, the state may reflect on each item and rate it according to level of implementation. Next, based upon the results the state may develop an action plan for next steps. We deviated a bit from the instructions in that instead of including a number for a score, we chose to put the Federal Fiscal Year (FFY) in the box when we were working on and accomplishing the identified target area. When considering each of the three improvement strategies, they are all addressing different levels of the system, from State-District-School pre-service and in-service educators, to Universities – State Divisions – Department Units. These levels are considered in the rubric (Table 27), and the primary focus is on the Colorado Department of Education's Exceptional Student Service Unit's implementation across these various levels.

---

[3] Ibid

Scoring Sheet: The following is the reflection of progress from Beginning-of-the-Year 2015 through the End-of-the-Year 2017-2018. For additional information on the definition of each item in the scoring sheet below, please see the rubric located in the Appendix, Item 5.

Table 27: SSIP Infrastructure Development Progress Measurement Tool

Implementation Stages	Competency Drivers			Performance Assessment (Fidelity)	Organizational Drivers			Leadership
	Selection	Training	Coaching		Decision Support Data System	Facilitative Administration	Systems Intervention	Technical & Adaptive
5) Full Implementation								
4) Initial Implementation	FFY 2016, 2017	FFY 2016, 2017	FFY 2016, 2017	FFY 2017	FFY 2017	FFY 2017		
3) Installation Stage	FFY 2015, 2016	FFY 2015, 2016	FFY 2016	FFY 2016	FFY 2015, 2016	FFY 2015, 2016, 2017	FFY 2017	FFY 2016, 2017
2) Exploration Stage	FFY 2015	FFY 2015	FFY 2015, (2016, 2017)	FFY 2015	FFY 2015	FFY 2015	FFY 2015, 2016	FFY 2015, 2016
1) Pre-exploration	Phases I & II							

As we reflected on the progress identified during this review, we saw steady growth in all areas. Coaching, specifically recruiting high quality literacy coaches continues to be challenging. We also noticed that it is taking approximately 1 ½ years per installation stage, with Systems Intervention and Leadership taking longer, approximately 2 – 3 years per stage. If we were to rate each improvement strategy separately, there would be a few minor differences. As we approach the final year of the Structured Literacy Project (FFY 2018), we anticipate full implementation in many of the schools where district and building leadership have taken a proactive and "all-in" approach.

F. Plans for Next Year

1. Additional activities to be implemented next year with timeline

Infrastructure Development Planning:

We plan to focus on the Systems Intervention and Leadership components from the *SSIP Infrastructure Development Planning and Progress Measurement Tool.*

Table 28: Infrastructure Development Activities

Rubric Items	Planned Activities	Timeline
• Specific plans to meet with officials across the agency to more fully align systems to support the implementation of the SSIP evidence-based practice. • Organized effort is put into working with leaders across the agency to align their structures and functions to fully support the SSIP evidence-based practice.	○ Full establishment of State Management Team (SMT) with key decision makers from multiple Units across CDE ○ Hire one to two state transformation specialists	○ Fall 2018 ○ Summer - Fall 2018
• Stakeholders from diverse roles exchange information and share work that has been done previously. An environmental scan is conducted and others with expertise, materials and resources are invited into the group. • Stakeholders discuss roles and responsibilities and determine who is interested in assuming specific roles for distinct periods of time or in relation to a particular sub-issue or activity. Flexible leadership is emerging. • Group members work together and assume roles and responsibilities appropriate to their knowledge, skills and interests. Shared leadership is emerging.	○ Update goals and objectives for the new CEEDAR blueprint ○ Inventory supports for Low Performing Systems ○ Operationalize roles and responsibilities of various teams to support the LPS work ○ Develop strong policy to practice feedback loops	○ Fall – Spring 2018

Structured Literacy Project:

As we reflect on our second year of full project implementation, the data, and the processes involved to move students who began the school year "well-below benchmark" out of that category, and look forward to the third year of full implementation, the focus will be in the following areas:

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

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

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

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

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

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

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

2. **Planned evaluation activities including data collection, measures, and expected outcomes**

Please see **Table 18**: Key Data Sources, Procedures, Timelines, and Stakeholders on pages 56-60

3. **Anticipated barriers and steps to address those barriers**

The following challenges and steps to address the barriers are aligned with the planned activities identified above.

I. Teacher knowledge and application of effective basic instructional practices was not the focus of the Structured Literacy Project. However, ineffective classroom practices that have significantly affected the implementation of the Project's structured literacy routine and other literacy evidence-based strategies. Project staff will continue to provide assigned schools access to training resources to support the use of direct and explicit instructional techniques in primary classrooms.

II. Access to principals' time and attention continues to be challenging. Project staff have observed that most schools are attempting to address too many or competing initiatives simultaneously. Helping principals develop a greater appreciation for the correlative relationship between reading achievement and students' broader capacity for learning in other content areas will be a focus of further discussions with principals. Effective principals need a comprehensive understanding of early literacy development and instruction in order to provide purposeful instructional feedback to teachers. Working closer with principals will be a continued focus.

III. Competing priorities and initiatives in schools diminish the focus on early literacy acquisition as an essential component of successful academic development and overall schoolwide performance. As stated above, working closely to further principals' literacy knowledge and instructional leadership capacities related to literacy will be emphasized in all interactions with participating schools' leadership.

IV. Low expectations hinder the academic growth of our most at-risk students including those with disabilities. While changing school culture and beliefs is not the focus of the Structured Literacy Project, limited belief that ALL students can learn has impacted successful implementation of Project routines and strategies. Coaching with individual teachers and interventionists will continue to include strategies to enhance learning for second-language learners and early struggling readers.

4. **The State describes any needs for additional support and/or technical assistance**

The State continues to benefit greatly from the partnership and TA provided through the National Center for Systemic Improvement (NCSI), the Collaborative for Effective Educators' Development, Accountability, and Reform (CEEDAR), and the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP). Additionally, the learning collaboratives that have been provided, as well as networking opportunities with other States, have proven to be extremely valuable. Professional learning, resources, and technical assistance available at both the cross-state convenings and monthly virtual meetings and have been directly applied to developing, implementing and scaling the work begun in the SSIP. The expertise provided by experts from these TA centers is anticipated to remain extremely beneficial.

Figures, Tables, and Charts

| Charts		Page
Chart 1	Enrolled number of students in each grade level (Kindergarten, First, and Second grades) in the matched and unmatched cohorts at Beginning-of-Year (BOY) SY 2017-2018	35
Chart 2:	(ALL K-2 Students in Project Schools) Overview graph of DIBELS Benchmark Asessments outcomes at BOY and EOY for all participating Kindergarten, first-grade and second-grade students	50
Chart 3:	A comparison of scores for all Kindergarten students who took both the BOY and EOY DIBELS Benchmark Assessments at one of the nineteen participating school during the 2017-2018 SY (Matched Cohort).	51
Chart 4:	A comparison of scores for all first grade students who took both the BOY and EOY DIBELS Benchmark Assessments at one of the nineteen participating school during the 2017-2018 SY (Matched cohort).	51
Chart 5:	A comparison of scores for all second grade students who took both the BOY and EOY DIBELS Benchmark Assessments at one of the nineteen participating school during the 2017-2018 SY (Matched cohort).	52
Chart 6:	Reading performance as demonstrated through the composite scores from the DIBELS Benchmark Assessments administered at the Beginning-of-the-Year (BOY) in the early Fall of 2016 and the End-of-the-Year (EOY) DIBELS Benchmark Assessments administered during late Spring of 2018 for Longitudinal Cohort K-1	53
Chart 7:	Reading performance as demonstrated through the composite scores from the DIBELS Benchmark Assessments administered at the Beginning-of-the-Year (BOY) in the early Fall of 2016 and the End-of-the-Year (EOY) DIBELS Benchmark Assessments administered during late Spring of 2018 for Longitudinal Cohort 1-2.	54
Chart 8	All 742 students (matched cohort) who started from well-below benchmark at the beginning-of- the-year (BOY 2017-18) where they were at the end-of-the-year (EOY 2017-18)	64
Chart 9	The 'Level of Progress' of the 19 Schools participating in the Structured Literacy Project during the 2017-2018 SY moving students OUT OF well-below benchmark as computed by the mClass DIBELS Progress Planning Tool-Decreasing the Percentage of Students at Well-Below Benchmark	67
Chart 10	The 'Level of Progress' of schools in the Structured Literacy Project during the 2017-2018 SY moving students INTO benchmark or higher as computed by the mClass DIBELS Progress Planning Tool-Increasing the Percentage of Students Reading at Benchmark Levels for Kindergarten, First, and Second Grades	67

Appendix

Appendix: Item 1

Improvement Progress of Connect for Success Schools based upon School Performance Frameworks (SPF) (August 2018)


Cohort 1: Performance on SPFs

CFS Cohort 1 (N = 20)

Cohort 2: Performance on SPFs

CFS Cohort 2 (N = 7)
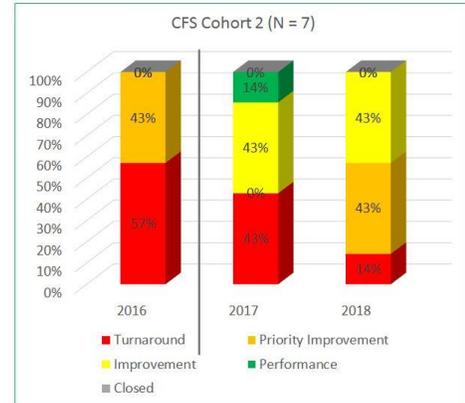
Cohort 3: Performance on SPFs

CFS Cohort 3 (N = 13)
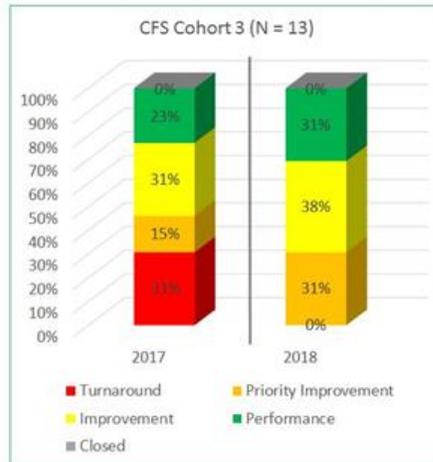
Appendix: Item 2

DRAFT Low Performing Systems Theory of Action

If we…
- Establish an integrated service delivery approach for districts, and
- Operate from a coherent, shared, prevention-based framework of support, while considering the effectiveness, feasibility, manageability and efficiency of our work
- Focus on the district as the unit of change and provide them with technical assistance and implementing performance management , and
- Differentiate our supports based on districts' and schools' needs

Then…
- Districts will have increased capacity to intervene and improve over time, and
- School level supports will be more effective and efficient , and
- Our customers will experience supports that feel coherent and focused
- Our customers will experience the right supports based on their needs
- Schools will be better able to meet the academic and behavioral needs of their students , and
- Student outcomes will improve

Menu of Supports Available for Schools Identified for Improvement (2017-2018)

The Colorado Department of Education (CDE) is committed to offering a range of supports to schools and districts that face student performance challenges. Schools may be identified through the emerging federal ESSA system [i.e., Comprehensive Schools (CS) or Targeted Schools (TS)] and/or through the existing state accountability system [i.e., Priority Improvement (PI) or Turnaround (T)]. Whereas many resources and supports are aimed at the school level, the Department seeks to engage collaboratively with districts, charter authorizers, BOCES, and other regional entities to help build capacity for supporting school leaders, educators, communities, and local school boards.

The state offers many different supports through multiple offices. This menu is intended specifically for schools identified under ESSA and/or the state accountability system. The services that CDE offers will continue to evolve in response to the needs identified from the field. It is CDE's goal to provide flexibility to districts to leverage ESSA, state, and local funds to meet the unique needs of each district and identified school. Per ESSA, CDE shall allocate and distribute ESSA funds to support schools identified as Comprehensive Support (CS) and Targeted Support (TS). Schools identified under the state accountability system but not under ESSA are not eligible to receive the ESSA school improvement funds.

EXPLORATION SUPPORTS				
These supports are intended to help districts and schools assess their needs, explore improvement options, and plan for next steps. These supports are for districts and schools that are not clear about what steps to take next.				
Support	**Description**	**Eligibility***	**Duration**	**Funds Available ****
Diagnostic Reviews and Planning	Ideal for schools that are not sure of how to prioritize improvement efforts or that need time to explore options. Districts apply for funds to work with CDE-trained partners to conduct a school-based diagnostic review process and/or a facilitated improvement planning process. Reviews result in diagnostic reports and recommended improvement actions. The planning portion results in a UIP that builds upon the diagnostic review recommendations. Special adaptations for high schools and AECs may be available for the 2017-18 year.	Schools identified as CS or TS	3 to 9 months from time of award	Up to $50,000 for both activities or $30,000 for planning only
Accountability Pathway Planning	Planning supports and grants targeted toward the exploration and development of the menu of accountability pathways (innovation status, management, charter conversion, closure, district reorganization).	Schools with PI or T rating in years 3-5; ESSA funding is only available for schools that are also identified as CS or TS.	1 year	$30,000 per school
District Consultation	CDE consultation and support for district and/or school leaders to target improvement for: specific areas of need; closing achievement gaps; certain district systems; or other innovative improvement projects. Might include, but not limited to:	Districts with schools identified as CS or TS and/or districts and schools with a PI or T rating; however, districts may only apply for ESSA	1 year	TBD

| | ● Improvement planning consultation for districts with identified Alternative Education Centers or low graduation rate high schools
● Improvement planning consultation for students with disabilities or English learners
● Support for comprehensive needs assessments regarding parent and community engagement
● In partnership with the Center on School Turnaround, CDE will offer support and consultation for local school boards to complete a self-assessment, engage in professional learning, and plan for ways to support lower-performing schools. | funding for this support if the school is also CS or TS | | |

CDE SUPPORTS

These supports are intended to provide intensive and in-depth support, grants, and/or engagement with expert school improvement CDE staff and/or external organizations. These supports are for districts and schools that are ready to deeply engage in improvement work, have leadership and staff buy-in, and want to work collaboratively with CDE and other partners.

Support	Description	Eligibility*	Duration	Funds Available **
Connect for Success	Participating schools will have the opportunity to learn from high achieving schools in alignment with the High Achieving Schools (HAS) study. CDE conducts site visits to evaluate the school's current practices and make recommendations on how to better align strategies and practices with those of the HAS. The grant requires the hiring of an onsite implementation coach who works with CDE's Implementation Manager to replicate HAS strategies and practices.	Elementary or K-8 Schools identified as CS or TS. Priority will be given to CS or TS schools that also have a PI or T rating and are in years 1-3 on the state accountability clock.	2.5 years	$20,000 per school in year 1; $80,000 per school in years 2 & 3
Turnaround Network	Participating principals and principal managers engage in school and district systems improvement to effect rapid and significant gains in student achievement. A CDE Turnaround Support Manager serves as point person for each Network school. Participants engage in networking convenings and professional learning, bright spot visits to schools, and quarterly on-site performance management practices based on diagnostics and priori zed planning.	Schools identified as CS or TS and/or schools with a PI or T rating. ESSA funding will only be available for CS or TS schools.	3 years	$30,000 - $70,000 per school per year
School Turnaround Leadership Development	Effective leadership is essential in low-performing systems. This grant opportunity funds and connects teachers, aspiring leaders, and school and district leaders to attend leadership development programs with identified providers.	Any school may participate in leadership training. State funding only available for schools identified with PI or T	1-3 years	Depending on leadership provider program

		rating.ESSA funding may be available for CS or TS schools.		
Accountability Pathway Implementation	Funding and consultation for implementation of accountability pathways (innovation status, management, charter conversion, closure, district reorganization) actions as directed by the State Board of Education.	Schools or districts with PI or T ratings that have reached the end of year 5 and are also CS or TS schools	1 year	$60,000 - $120,000
Multi-Tiered System of Supports	CDE consultation and support for district and school leaders to establish infrastructure, coordinate initiatives, plan personnel development and create an integrated model of student support.	Any district meeting readiness criteria	3-5 years	$5,000- $15,000

DISTRICT DESIGNED AND LED IMPROVEMENT STRATEGIES
These resources are intended to provide guidance and resources for districts that have a strong understanding of improvements that need to be made and that present complete and evidence-based plans for improvement efforts. Districts may apply for new initiatives and/or to support existing initiatives. Districts may apply for these resources in addition to the opportunities described in other sections.

Support	Description	Eligibility*	Duration	Funds Available **
District Designed and Led Initiatives	Districts apply to implement evidence-based practices and support for schools identified for comprehensive or targeted support. CDE staff can provide consultation for districts pursuing this route.	Districts with schools identified as CS or TS and/or districts and/or schools with a PI or T rating. Funding may only be available for those with CS or TS schools.	As described by district	TBD

ADDITIONAL TECHNICAL ASSISTANCE
These supports are offered by CDE to districts and schools to improve their ability to meet statutory requirements and implement high quality programs. Supports for technical assistance should be requested directly from each identified CDE office. These services can be accessed in addition to the opportunities described in other sections.

Support	Description	Eligibility*	Duration	Funds Available **
Effective Implementation of ESSA Programs	This support provides a facilitated examination of current uses of funds and program evaluation practices. CDE staff will engage districts in a process that begins with addressing the reasons for CS or TS identification with a specific focus on leveraging funds in support of	Districts receiving ESSA funds that have schools identified as CS or TS	As needed and ongoing	N/A

	the needs of subgroups of students facing performance challenges. The district and CDE will co-plan the effective use of ESSA funds in coordination with other resources to implement evidence-based strategies that directly address students' greatest areas of need.			
Improvement planning Support	Customized improvement planning supports through the Improvement Planning Office. The office will work with the district and school(s) to ensure plans include a needs assessment, evidence-based strategies, a progress monitoring process and involvement of stakeholders. Supports are available in person, through regional opportunities, online and via phone.	All districts and schools	Ongoing	N/A
Office of Literacy Consultation	The READ Act offers technical assistance to any school or district in the state through professional development and consultation delivered by Literacy Consultants.	All elementary schools	Ongoing	N/A
Family, School and Community Partnership and Engagement Trainings	Recognizing that families play a large part in student growth and the overall success of schools, CDE offers a range of consultative supports. Supports are available in person, through regional opportunities, online and via phone.	All districts	Ongoing	N/A
Exceptional Student Services Unit's Office of Special Education	Understanding that each school and district are unique according to the needs of their students with disabilities, the ESSU provides consultation, professional learning, and support in developing and implementing individualized education plans (IEPs) within an inclusive school environment.	All schools and districts	Ongoing	TBD
Culturally and Linguistically Diverse Education (CLDE)	Understanding that each school and district are unique according to the needs of their English learners, the CLDE provides consultation, district ELD program reviews, School ELD program reviews, facilitated district improvement of ELD programs (using rubrics, EL data dig tool), professional learning for administrators and instructional staff, implementation of CELP standards, facilitated EL data digs, establishing comparative data/peer group, and cultural responsiveness training.	School districts with CS, TS, Priority Improvement, or Turnaround schools.	Ongoing	TBD

Eligibility notes:

CS - schools identified for Comprehensive Supports and Improvement through ESSA

TS - schools identified for Targeted Supports and Improvement through ESSA

PI - districts or schools with a state accountability rating of Priority Improvement

T - districts or schools with a state accountability rating of Turnaround*Funding Notes:

Only schools identified for CS or TS are eligible for ESSA funding

Appendix: Item 4

Stakeholder Feedback (July 2018) for the Colorado ESSA Empower Action for School Improvement Application Process

The following strengths were noted:

- Having a direct CDE staff member assigned to a district to help navigate the process (i.e. support coordinator)
- Having CDE to help guide the Root Cause Analysis Process
- Having all the school improvement grant opportunities combined
- A CDE Contact (support coordinator) that knows the district needs and can be a resource to brainstorm and help with the EASI process
- Support for preparation for State Board report
- Turnaround Network – structures, systems, communication, deep work at school level, RELAY, strategic management training
- Responsiveness of CDE to multiple coordination needs which is allowing the district to be more intentional in the schools

The following needs were noted:

- Strategic support around Alternative Education Campus (AEC) – how the determinations were made, how to track data, how ESSA comes into play, integration opportunity, community based schools
- Snapshots of additional requirements of ESSA – need help educating school staff
- Modules supporting school boards, superintendents, and other leaders about supporting low performing systems
- More district-level support for EASI process specifically streamlining services across schools
- Provide School Performance Ratings earlier if possible

The following opportunities were noted:

- Opportunity to align multiple grants in one application
- CDE advocating for grant funds to support projects/services
- Using Turnaround progressing monitoring tool in non-network schools, and well as in the UIP and Action Steps
- Potentially organize CDE supports through a tiered level of supports or similar structure

The following threats were noted:

- State test has changed for 3 or 4 years, testing consortium that doesn't exist anymore
- Testing data coming back too late to make decision, would like to get it earlier (on or before July)
- Social Emotional is not recognized in accountability and districts are focusing on it

Appendix: Item 5

SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation.[4]

Brief descriptors of each Driver

Implementation Drivers		
Competency Drivers	**Organization Drivers**	**Leadership Drivers**
Selection Selection refers to the purposeful process of recruiting, interviewing, and hiring 'with the end in mind'. Includes identifying skills and abilities that are prerequisites.	**Decision Support Data Systems** System for identifying, collecting, and analyzing data over time and across organizational levels. Data used to make decisions and improve planning.	**Leadership Technical Challenges** Challenges are those characterized by pretty clear agreement on a definition of the dimensions of the problem with clear pathways to solutions.
Training Informed processes designed to support staff in acquiring the skills and information needed to implement the evidence-based practice.	**Facilitative Administration** Internal processes, policies, regulations, and structures over which the organization has some control in order to create the environment and supports necessary to do the work.	**Leadership Adaptive Challenges** Adaptive challenges involve legitimate, yet competing, perspectives — different views of the problem and different perspectives on what might constitute a viable solution.
Coaching Regular, embedded professional development designed to support staff in implementing the evidence-based practice with fidelity.	**Systems Intervention** The goal of systems intervention is to identify and eliminate or reduce external barriers, or to enhance and sustain those policies, procedures, and regulations that facilitate the work of the SSIP.	**Performance Assessment** Measuring the degree to which staff are using the evidence-based practice as intended.

[4] National Center for Systemic Improvement. S. DeRuvo & C. D'Acord (2018) *SSIP Infrastructure Development Planning and Progress Measurement Tool: Using Implementation Drivers & Stages of Implementation.* (Please Note: The document is based on the work of the National Implementation Research Network (NIRN) © 2014 Dean Fixsen and Karen Blasé Fixsen, D., & Sims, G. (2014) Active Implementation Quick Reference Guide. University of North Carolina, Chapel Hill.)

Description of each implementation driver related to the stages of implementation:

Competency Drivers

Stages of Implementation and Point Assignment	Descriptor	Competency Drivers		
		Selection	Training	Coaching
Full Implementation Stage 5	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	Results of interviews and fidelity data are used for analysis on [SEA] staff performance; changes in methods are based on data analysis	Results of pre-post-tests of knowledge and skill are used to analyze data on [SEA] trainer and staff performance and to improve specific sections of training	At least annually, practitioners rate their satisfaction with the helpfulness and quality of coaching they received; data on coaching frequency, duration, and helpfulness are used to analyze data on [SEA] staff performance and to improve coaching
Initial Implementation Stage 4	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	FFY 2016 FFY 2017 Interviews are conducted by individual with expertise in the SSIP evidence-based practice (EBP), using the practice and specific protocols and hiring criteria	FFY 2016 FFY 2017 Training is conducted by individual with expertise in the evidence-based practice, using strategy-specific content; checks to ensure fidelity	FFY 2016 FFY 2017 Coaching occurs at least once a week for each practitioner; staff development plan is established for each practitioner; coaching time is divided between direct observation, fidelity checks, and data reviews
Installation Stage 3	Preparing for the implementation of the SSIP evidence-based practice	FFY 2015 FFY 2016 Developing new interview protocols with hiring criteria skills specific to the evidence-based practice	FFY 2015 FFY 2016 Developing specific content for the implementation of the evidence-based practice; preparing and scheduling professional development	FFY 2016 Experts have been hired; acceptable coach practitioner ratios have been established; a coaching schedule is established
Exploration Stage 2	Actively considering how to implement the SSIP evidence-based practice	FFY 2015 Developing new job descriptions for SSIP evidence-based practice supports	FFY 2015 Developing/locating content specific to the core components of the SSIP evidence-based practice	FFY 2015 FFY 2016 FFY 2017 Actively **recruiting persons with expertise** in the evidence-based practice; new job descriptions developed.
Pre-Exploration Stage 1	Becoming aware of SSIP requirements	Human resource department begins to recruit and hire staff	Staff hired with particular skill and expertise in the evidence-based practice	Staff are identified and appointed to supervise practitioners

Organizational Drivers

Stages of Implementation and Point Assignment	Descriptor	Organizational Drivers		
		Decision Support Data Systems	Facilitative Administration	Systems Intervention
Full Implementation Stage 5	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	Quarterly and annual reports display the results of the processes and outcomes of the SSIP evidence-based practice. At least annually staff members rate their satisfaction with the helpfulness and promptness of the reporting of organizational assessments; staff routinely make decisions based on the reported findings	SEA administrators make use of SSIP evaluation data to ensure fidelity and the integration of the selection, training, coaching, and assessment functions associated with the implementation of the SSIP evidence-based practice; SEA staff at all levels look for ways to improve practitioner skill levels and fidelity of implementation	SEA administrators make use of the SSIP evaluation to continue to educate leaders across the agency to influence those systems to more fully support the SSIP implementation within the larger context of SEA initiatives
Initial Implementation Stage 4	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	FFY 2017 The evaluation measures with respect to the evidence-based practice are routinely measured and the results are reported monthly to practitioners, coaches, and administrator	FFY 2017 Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the implementation of the evidence-based practice	Organized effort is put into working with leaders across the agency to align their structures and functions to fully support the SSIP evidence-based practice
Installation Stage 3	Preparing for the implementation of the SSIP evidence-based practice	FFY 2015 FFY 2016 Active work is done to develop/locate appropriate measures for the development of the SSIP evaluation plan; staffing is arranged	FFY 2015 FFY 2016 FFY 2017 Specific plan is made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the implementation of the evidence-based practice	FFY 2017 Specific plans to meet with officials across the agency to more fully align systems to support the implementation of the SSIP evidence-based practice
Exploration Stage 2	Actively considering how to implement the SSIP evidence-based practice	FFY 2015 Logic model is developed to identify relevant strategies necessary to implement the evidence-based practice and to develop evaluation processes and outcomes	FFY 2015 SEA administrators are examining and identifying changes needed to fully support the evidence-based practice	FFY 2015 FFY 2016 SEA administrators examine the fit between the evidence-based practice and initiatives in other divisions within the agency
Pre-Exploration Stage 1	Becoming aware of SSIP requirements	Information is collected regarding funding and issues related to regulations, compliance, and the implementation of the evidence-based practice	Organizational structures and functions are focused on ensuring ongoing compliance and costs for the implementation of the evidence-based practice	Meetings are held with officials outside the special education division for purposes of communicating the SSIP and its reporting requirements

Performance Assessment

Stages of Implementation and Point Assignment	Descriptor	Performance Assessment
Full Implementation Stage **5**	Actively working to make full use of the evidence-based practice identified in the SSIP as part of the SEA's typical functioning	At least annually, practitioners rate their satisfaction with the helpfulness and promptness of data reflecting their performance assessment; training and coaching are used to improve performance and assessment methods; process data are correlated with outcome data *(pockets of this is happening across the sites)*
Initial Implementation Stage **4**	Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practice	FFY 2017 The performance of each practitioner is assessed at least quarterly until performance criteria/ fidelity is reached on a consistent basis; assessment methods include direct observation (live; recorded), data reviews, and surveys
Installation Stage **3**	Preparing for the implementation of the SSIP evidence-based practice	FFY 2016 Careful review is conducted to align content/criteria used in selection, interviews, and preservice training with areas to be assessed in practice
Exploration Stage **2**	Actively considering how to implement the SSIP evidence-based practice	FFY 2015 Core components of the evidence-based practice are reviewed to see how they can be assessed in practice
Pre-Exploration Stage **1**	Becoming aware of SSIP requirements	Supervisors provide their opinions regarding the skills necessary for practitioner performance

Leadership Drivers (ratings are focused at SEA Level)

Stages of Implementation and Point Assignment	Descriptors	Leadership Drivers (Technical and Adaptive)
		Ensuring Relevant Participation - SSIP Infrastructure for Partnerships (Leading by Convening ~)
Full Implementation Stage 5	**Transforming SSIP Teams –** *Stakeholders share responsibility and accountability roles on SSIP activities. The SSIP includes an infrastructure which:*	• Supports for participation are a natural way of working together. All in the group take responsibility for inviting and orienting new members of the group. • The group considers and utilizes, as appropriate, multiple methods for engagement (online, face-to-face, conference calls, etc.). • Methods are utilized and modified as needed. Flexibility in method use is demonstrated. • Stakeholders demonstrate disagreement is a way to reach agreement. A common vocabulary is used. The question of who else needs to be involved continues to be addressed. • Shared responsibility and accountability for all roles and activities is evident. Roles are flexible and different people assume them at different times as needed.
Initial Implementation Stage 4	**Collaborating SSIP Teams –** *SSIP Infrastructure system for engagement is being developed so that shared leadership is emerging. The system:*	• A process of welcoming and orienting is in place for new members. Inclusion and participation supports are in place. • The group develops guidance on when to convene. Stakeholders consider suggested communication methods that meet the needs of the members and match methods with purposes and/or types of engagement activities. • Stakeholders contribute to and create a shared vocabulary. They reach across systems to review, critique and revise/ confirm the issue to be addressed. • Group members work together and assume roles and responsibilities appropriate to their knowledge, skills and interests. Shared leadership is emerging.
Installation Stage 3	==FFY 2016== ==FFY 2017== **Networking SSIP Teams –** *SSIP Infrastructure system for engagement is being developed so that flexible leadership is emerging. The system:*	• Stakeholders from diverse roles exchange ideas about who else might be important to this issue (relevant stakeholders). Outreach to others with a specific focus on roles not yet involved continues. Ideas about method preferences, accessibility and responsibilities are exchanged. • Stakeholders share preferences for on-site and virtual methods of communication. • Stakeholders from diverse roles exchange information and share work that has been done previously. An environmental scan is conducted and others with expertise, materials and resources are invited into the group. • Stakeholders discuss roles and responsibilities and determine who is interested in assuming specific roles for distinct periods of time or in relation to a particular sub-issue or activity. Flexible leadership is emerging.
Exploration Stage 2	==FFY 2015== ==FFY 2016== **Informing SSIP Teams –** *SSIP team is evolving, disseminates information, core group roles and functions are evolving:*	• A core group of interested stakeholders disseminates information to potentially interested stakeholders, across roles, to inform them about issues and invite them into the discussion. • A core group of interested stakeholders invites others to participate in various ways (on- or off-site). • A core group initiates an environmental scan to determine who else has resources to contribute to the work. • Core group members identify and share a variety of different roles and functions that can occur within the group as it evolves.
Pre-Exploration Stage 1	**Ad hoc SSIP Teams –** State's SSIP team is convened on an as needed basis. Stakeholders are invited, but engagement, roles, and functions are not clearly defined.	• Stakeholders are invited to meetings; however, they are rarely informed about any changes or decisions that came about because of their input. There is no intentional effort to share the learning through stakeholder networks.

~ Cashman, J., Linehan,P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education.