

SSIP

STATE SYSTEMIC IMPROVEMENT PLAN

APRIL 2016



DEPARTMENT of
EDUCATION
Louisiana Believes

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ACRONYM LIST

APR – Annual Performance Report

BESE – Board of Elementary and Secondary Education

DIDM – Data-informed Decision Making

DLT – District Leadership Team

EBP – Evidence Based Practice

ELA – English Language Arts

LDC – Literacy Design Collaborative

LEA – Local Education Agency (Districts and Charter Schools)

LSU – Louisiana State University

NCSI – National Center for Systemic Improvement

PD – Professional Development

SC3 – South Central Comprehensive Center

SEAP – Special Education Advisory Panel

SiMR – State-identified Measurable Result

SLT – School Leadership Team

SPDG – State Personnel Development Grant

SPP – State Performance Plan

SRCL – Striving Readers Comprehensive Literacy

SSIP – State Systemic Improvement Plan

SSIP Cohort – Nine LEAs Participating in the SSIP

TA – Technical Assistance

TAP-IT – A data-informed decision making inquiry process

EXECUTIVE SUMMARY

Louisiana’s SiMR to Improve Student-Focused Outcomes Louisiana Believes starts with the premise that all children can achieve high expectations and should be prepared for college or a professional career. For this reason, Louisiana is focusing on literacy—a foundational skill necessary for success in all subjects and grades. Louisiana’s SiMR is to increase ELA proficiency (basic and above) rates on statewide assessments for students with disabilities in third through fifth grades, in nine LEAs (SSIP cohort) across the state. In FFY 2014, 40% of students with disabilities in the SSIP cohort achieved proficiency on ELA statewide assessments.

FFY 2014 Reported Data			FFY 2015 -2018 Targets				
FFY	2013	2014	FFY	2015	2016	2017	2018
Target ≥		34%	Target	34%	36%	38%	40%
Data	34%	40%					

Key Changes from Phase I to Phase II Louisiana’s SSIP will continuously evolve based on new federal requirements, evaluation results, stakeholder input, and other changes within the SSIP cohort. In this spirit, LDOE made a number of changes to coherent improvement strategies from the Phase I SSIP report in April 2015 to this Phase II SSIP report in April 2016.

Phase I	Phase II	Reason for Change
Data-driven Decision-making	Data-informed Decision Making	LDOE recognizes that educational decisions are rarely determined on the basis of quantitative data alone. This change reflects the role of LEAs, including district leaders, school teams, and teachers in the decision-making process.
PD and TA	Evidence-based Literacy Practices	LDOE recognizes in order to impact literacy outcomes for students with disabilities in grades three through five, the SSIP needs a more cogent improvement strategy to implement literacy interventions. PD and TA are essential to implement the SSIP, but are not an independent improvement strategy.
Leadership Development	Continuous Leadership Improvement	LDOE recognizes that there is no end point for leadership development. No leader is fully formed once s/he attends a PD opportunity, recognizes the need for change, or implements a new system. Therefore, the SSIP encourages continuous self-reflection and improvement of educational leaders throughout the LEA.

Focus of SSIP Phase II Report This report focuses on three elements of the SSIP: infrastructure development, implementation of evidence-based practices, and the evaluation plan. LDOE has identified and implemented a number of systemic improvements to the State’s infrastructure. These changes will better support LEAs as they adopt and implement evidence-based practices to improve literacy outcomes for students with disabilities. To ensure that the SSIP is implemented as intended to achieve the expected outcomes, LDOE has developed an evaluation plan. The evaluation is aligned to the theory of action, logic model, and other components of the SSIP and includes short-term and long-term objectives to measure both student-focused outcomes and fidelity of implementation.



STRATEGIES

IF...

THEN...

A

**DATA-INFORMED
DECISION MAKING**



LDOE effectively implements a structured data inquiry process with districts, schools and teachers...



...districts, schools and teachers will be able to continuously analyze and use multiple data sources to assess, plan and track outcomes for students with disabilities in 3rd–5th grades.

B

**EVIDENCE-BASED
LITERACY PRACTICES**



LDOE effectively provides evidence-based literacy practices grounded in quality text to educators serving students with disabilities in 3rd–5th grades...



...educators can implement literacy practices with fidelity for students with disabilities in 3rd–5th grades.

C

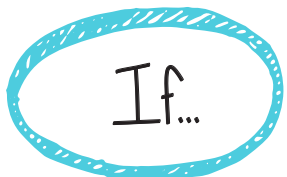
**CONTINUOUS
LEADERSHIP
DEVELOPMENT**



LDOE effectively develops leaders at the district, school, and teacher levels to support implementation of a structured data inquiry process and effective literacy practices...



...districts, schools and teachers will have the capacity to enact change focused on improving literacy outcomes for students with disabilities in 3rd–5th grades.



are implemented with fidelity...



...ELA proficiency rates for targeted LEAs in 3rd–5th grades will increase.

...ELA proficiency rates statewide in 3rd–5th grades will increase.

INFRASTRUCTURE DEVELOPMENT

1(A) SPECIFY IMPROVEMENTS THAT WILL BE MADE TO THE STATE INFRASTRUCTURE TO BETTER SUPPORT LEAS TO IMPLEMENT AND SCALE UP EBPS TO IMPROVE THE SIMR FOR CHILDREN WITH DISABILITIES.

WHAT ARE THE SPECIFIC IMPROVEMENT ACTIVITIES THAT THE STATE WILL USE TO IMPROVE THE STATE INFRASTRUCTURE AND HOW WILL THOSE ACTIVITIES IMPROVE THE STATE'S ABILITY TO SUPPORT LEAS?

During the Phase I infrastructure analysis, LDOE identified strengths and opportunities for improvement in six infrastructure areas: governance, fiscal/funding, quality standards, PD/TA, data, and accountability/monitoring. During Phase II, LDOE prioritized infrastructure improvement activities that directly impact the State's ability to support LEAs in implementing the SSIP. Building upon previous infrastructure improvements, LDOE completed activities that impact each of the six infrastructure areas. These activities lay the foundation for eventual SSIP scale up to improve literacy proficiency rates for students with disabilities in grades 3-5, across the state.

Table 1.1 below summarizes how these infrastructure components are related to the overarching SSIP improvement strategies.

Table 1.1: Cross-walk Infrastructure Elements to SSIP Coherent Improvement Strategies

Strategies	Governance	Fiscal / Funding	Quality Standards	PD / TA	Data	Accountability / Monitoring
Data-informed Decision-making		✓		✓	✓	✓
Evidence-based Literacy Practices		✓	✓		✓	
Continuous Leadership Development	✓		✓	✓	✓	

Tables 1.2 through 1.7 below summarize opportunities to improve infrastructure identified in Phase I that resulted in specific activities to improve the State's infrastructure in Phase II. LDOE improvement activities advance LDOE's ability to support LEAs to implement the SSIP with fidelity.

Table 1.2: Governance Opportunities and Improvement Activities

GOVERNANCE	
Phase I Opportunity	LDOE Improvement Activity
LDOE is in the process of rebuilding relationships and networks with external stakeholders. The SSIP provides an excellent opportunity to engage stakeholders in this meaningful initiative. LDOE may be able to	During Phase I and now in Phase II, LDOE has engaged stakeholders in this meaningful work. Through this successful process, stakeholders have made significant contributions to both the process and content of the SSIP. The rebuilding

<p>leverage this work into other initiatives over the years.</p> <p>LDOE can use the upcoming phases of the SSIP to clarify agency and department responsibilities. Clear roles and responsibilities will be essential to ensure the state is efficiently building capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities.</p>	<p>of relationships through this process set a successful precedent for stakeholder engagement with LDOE that has since been replicated in other policy reviews and initiatives. (Status: Begun and ongoing throughout the SSIP lifecycle.)</p> <p>In order to build a successful SSIP program, LDOE needs to work collaboratively across offices and departments, with clear lines of responsibility. Recognizing this need in Phase I, LDOE has established clear expectations amongst offices for support and communication in the early implementation phase. In Phase II, this resulted in improved communication with LEAs, leading to a successful initial SSIP cohort recruitment effort. However, LDOE recognizes that this is not a static activity and commits to reviewing the roles and responsibilities of various offices throughout the life of the SSIP. (Status: Begun and ongoing throughout the SSIP lifecycle.)</p>
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Table 1.3: Fiscal / Funding Opportunities and Improvement Activities

FISCAL / FUNDING	
Phase I Opportunity	LDOE Improvement Activity
<p>LDOE could braid funding from various sources to ensure the success of new initiatives like the SSIP.</p> <p>LDOE has rich sources of data and planning guides for schools and administrators, including LEA financial dashboards that present information on how LEAs allocate their funds annually. LDOE could use these to support decision making on funding priorities.</p>	<p>LDOE has reviewed initial funding needs to support the SSIP. LDOE has worked with outside agencies to provide the funding necessary to ensure success of SSIP activities including PD to launch a data-informed decision-making model in the SSIP cohort. Further, LDOE is investigating potential approaches to braiding funding over the life of the SSIP to ensure that all coherent improvement strategies can be implemented successfully. (Status: Initial funding commitment complete and approved by BESE. Additional funding reviews have begun and will be ongoing through the SSIP lifecycle.)</p>

Table 1.4 Quality Standards Opportunities and Improvement Activities

QUALITY STANDARDS	
Phase I Opportunity	LDOE Improvement Activity
<p>LDOE could consider developing an accessibility guide to assist educators with differentiating the state standards. This would provide additional supports to educators in the</p>	<p>The LDOE is building a more complete vision of the original ELA Guidebooks. These will include full and complete lessons, student tools, texts, and guidance for instruction. LDOE is</p>

<p>classroom as they work to implement new state standards for students with disabilities, particularly as it relates to our literacy-focused SiMR.</p> <p>LDOE could work with higher education stakeholders to identify and address needs and gaps in implementation of the state standards, such as teacher preparation.</p>	<p>leveraging the SSIP to explore opportunities to align English content with the implementation of the SSIP. LDOE is investigating ways to pilot the ELA Guidebooks with additional supports and strategies for students with disabilities in the SSIP cohort. The information gained from the pilot could be used to finalize the structure and content of each unit, including strategies to differentiate content using evidence-based literacy practices. Successful strategies and practices, as determined by our evaluation plan, could be used to scale up practices across the state through the ELA Guidebook platform. (Status: Begun and ongoing throughout the SSIP lifecycle.)</p> <p>Louisiana is piloting an innovative teacher preparation and certification initiative called <i>Believe and Prepare</i>. School systems and preparation programs partner through Believe and Prepare to ensure aspiring teachers learn how to teach alongside Louisiana’s most effective teachers, and better aligns teacher preparation with current expectations for practicing teachers and students. Now in its third cohort, 64 school systems¹ are piloting programs to better prepare Louisiana’s next generation of teachers. Understanding the need for more qualified special education teachers, in 2015-2016, 16 of these partnerships specifically focus on increasing the number of high quality special education teachers in school systems across the state. (Status: Begun and ongoing. Initial implementation with special education partner districts currently in place.)</p>
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Table 1.5: PD / TA Opportunities and Improvement Activities

PROFESSIONAL DEVELOPMENT / TECHNICAL ASSISTANCE	
Phase I Opportunity	LDOE Improvement Activity
<p>LDOE could research ways to increase collaboration with the Academic Content Office, to include more special education content in the Teacher Leader program. If done with integrity, LDOE could leverage a successful PD program for the SSIP’s student focused outcomes.</p>	<p>LDOE researched ways to increase collaboration with the Academic Content Office. Starting in June 2015, the Special Education Policy Office began organizing Teacher Leader sessions on key special education initiatives. As the SSIP moves to initial implementation, LDOE will continue to look for opportunities to</p>

¹ Including SSIP cohort LEAs: Algiers Charter, Bossier, Calcasieu, Sabine, St. Bernard, and West Baton Rouge.

<p>LDOE could explore utilizing IDEA set-aside funds for the areas targeted for development in the SSIP.</p>	<p>leverage this PD opportunity to incorporate the SSIP’s student focused outcomes. (Status: Initial trainings complete. Additional trainings for 2015 - 2016 school year have been delivered or are in process. Additional alignment with SSIP in development.)</p> <p>LDOE has already found opportunities to use IDEA set-aside funds to support the SSIP’s coherent improvement strategies. LDOE has provided significant funding to launch the data-informed decision-making coherent improvement strategy and provide the SSIP cohort with additional funds to attend foundational PD. LDOE is collaborating closely with internal and external groups to identify innovative ways to fund additional SSIP implementation needs. We will continue this work through the submission of the SSIP Phase II report. (Status: Initial funding commitment complete and approved by BESE. Additional funding reviews have begun and will be ongoing through the SSIP lifecycle.)</p>
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Table 1.6: Data Opportunities and Improvement Activities

DATA	
Phase I Opportunity	LDOE Improvement Activity
<p>LDOE is in the process of developing and deploying a cohesive plan for data communications. LDOE is thinking critically about the type of data LEAs receive, how it is communicated / packaged, and how to provide TA so LEAs are empowered to use the data to make local education decisions. Special education data including data related to the SPP/APR are already woven into this approach and LDOE can consider opportunities to further utilize this initiative with regards to the SSIP.</p> <p>LDOE has a wealth of special education data and the Special Education Policy Office could consider opportunities to train LEAs to use the data to drive decisions for students with disabilities. There are opportunities to leverage work being done by existing organizations such as SPDG.</p>	<p>LDOE developed and deployed the initial cohesive plan for data communication during school year 2014 - 2015. This included a special education suite of data that provided critical information to decision makers in LEAs. This new streamlined approach to data dissemination empowers LEAs to use data more effectively to make decisions for students with disabilities. As the SSIP develops, LDOE will continue to refine the data suite and seek opportunities to further incorporate the two. (Status: Initial deployment for 2014-2015 complete. Data suite for 2015-2016 in process. Anticipated completion: summer 2016.)</p> <p>LDOE, in partnership with other external agencies, is piloting training for LEAs in the use of data-informed decision-making. Initial training will focus on the SSIP cohort to improve literacy outcomes for students with disabilities in grades 3-5. While the SSIP</p>

<p>LDOE can use upcoming phases of the SSIP as an opportunity to proactively analyze data for development outside of accountability and monitoring.</p>	<p>focuses on the students with disabilities in grades 3-5, it is important to note that the data-informed decision-making model can be applied to all students, any grade level, and every content area. (Status: In process. Anticipated completion of foundational training: December 2016. Reinforcement training will be ongoing throughout SSIP lifecycle.)</p> <p>LDOE has begun investigating opportunities to further expand the impact of special-education specific data from across the LDOE to help LEAs become empowered decision-makers. (Status: In initial development.)</p>
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Table 1.7: Accountability / Monitoring Opportunities and Improvement Activities

ACCOUNTABILITY / MONITORING	
Phase I Opportunity	LDOE Improvement Activity
<p>LDOE can further investigate opportunities to use the wealth of data LDOE gathers through annual monitoring activities to drive decisions.</p> <p>There are opportunities for the Special Education Policy Office and the IDEA Monitoring office to collaborate on ways to incorporate the SSIP SiMR in monitoring to put added emphasis on student-focused outcomes.</p>	<p>LDOE's Special Education Policy Office and IDEA Monitoring office forged a strategic partnership and collaborated with external stakeholders to overhaul both the IDEA monitoring and the LEA Determinations processes. By incorporating the SSIP SiMR and other high priority special education areas, the new processes streamline and refocus LDOE's approach to special education oversight. Further, the two offices improved collaboration to use annual monitoring results and other data to drive decision-making. (Status: In process. Anticipated completion: Summer 2016.)</p>

LDOE has given careful consideration to the scale up of evidence-based practices that support LEAs. Recognizing that LDOE should begin with the end in mind – improved literacy for all students with disabilities, scale up is nonlinear and cannot be a static activity. LDOE has identified the following initial opportunities for scale up:

- **SSIP Cohort Schools** – LDOE is piloting SSIP evidence-based practices with smaller cross sections of classrooms within schools in the SSIP cohort. Once these practices yield positive results, LDOE will work with LEAs to scale up these practices within schools to additional classrooms. Over the longer term, LDOE may also investigate opportunities to scale up beyond the grade range measured by the SiMR. LDOE may also consider ways to support LEAs in implementing elements of the SSIP in additional schools.

- Mentor Districts – SPDG has a long established, successful mentor district model that partners mentor districts with mentee districts. Mentor districts provide PD, resources and on-site support to nearby mentee districts. LDOE and SPDG will investigate ways to leverage this existing model to scale up evidence-based practices on a regional level.
- ELA Guidebooks / Resource Materials – LDOE and SPDG will produce a number of resource materials to support educators as they implement the evidence-based practices. LDOE plans to make this available to educators across the state. In addition, LDOE may incorporate successful SSIP strategies into ELA Guidebooks, which can be accessed by educators across the state.
- PD Opportunities – LDOE is considering opportunities to provide additional support to LEAs in the SSIP cohort through the Teacher Leader initiative. There are also opportunities to consider scale up through additional targeted PD to other non-SSIP LEAs, or expanding SSIP-focused PD sessions to all LEAs.

Opportunities for scale up will be considered throughout the SSIP lifecycle. Using these and other scale up efforts, LDOE can expand the impact of evidence-based practices to benefit educators and students across the state.

AS INFORMED BY THE ANALYSIS IN PHASE I, HOW WILL THE CHANGES IN STATE INFRASTRUCTURE SUPPORT LEAS IN IMPLEMENTING THE COHERENT IMPROVEMENT STRATEGIES AND ACTIVITIES IN A SUSTAINABLE MANNER?

The infrastructure analysis in Phase I informed systemic changes to support LEAs in implementing the coherent improvement strategies and activities in a sustainable manner. Tables 1.2 – 1.7 above detail specific activities LDOE has taken to improve its infrastructure to develop and execute the SSIP. LDOE also considered changes to State infrastructure in terms of their effect on successfully implementing the coherent improvement strategies of data-informed decision making, evidence-based literacy practices, and continuous leadership development.

Data-informed Decision Making

In Phase I, LDOE and stakeholders identified a need to train LEAs to use data to inform decisions for students with disabilities. Now in Phase II, LDOE, in partnership with external agencies, is implementing training in the use of data-informed decision making. Initial training will focus on the SSIP cohort to improve literacy outcomes for students with disabilities in grades 3-5. LDOE has thoughtfully developed the training with sustainability in mind. Louisiana’s data-informed decision making approach ensures sustainability throughout the SSIP and beyond through 1) partnerships with external agencies, 2) a tiered approach to training that begins with state leaders, followed by district leaders and then school leaders, 3) additional reinforcement trainings, and 4) follow-up consultation sessions with both District and School Leadership Teams. These activities will be supported through both face-to-face interactions as well as online, virtual resources. The combination of capacity building at all levels in the state with continued support after the initial training, as well as embedding this strategy across multiple components of infrastructure development, will ensure the sustainability of this coherent improvement strategy through the lifecycle of the SSIP and beyond.

Evidence-based Literacy Practices

In Phase I, LDOE identified opportunities to align English academic content with the implementation of the SSIP in the initial cohort of nine LEAs. LDOE is investigating ways to pilot the ELA Guidebooks with additional supports and strategies for students with disabilities in the SSIP cohort. The information gained from the pilot could be used to finalize the structure and content of each unit, including strategies to differentiate content using evidence-based literacy practices. Successful strategies and practices, as determined by our evaluation plan, could be used to scale up practices across the state through the ELA Guidebook platform. This approach will promote sustainability since the evidence-based literacy practices will be integrated into a statewide initiative that can reach students with disabilities across the state, regardless of their participation in the SSIP.

Continuous Leadership Improvement

LDOE has developed a system of PD opportunities, and ongoing TA with coaching supports to foster continuous improvement of leadership traits in the SSIP cohort. This is not a standalone approach. It is deliberately aligned with data-informed decision making and evidence-based literacy practices to focus on key leadership characteristics that will directly impact the successful implementation of the SSIP. LDOE made infrastructure changes to leverage opportunities within the State agency and with external partners to develop this system. For example, in Phase I LDOE recognized the need to work collaboratively across offices and departments, with clear lines of responsibility, in order to build a successful SSIP program. In Phase II, LDOE executed activities to promote collaboration, including integrating Network teams into the recruitment and PD components of the SSIP. Network teams already work in a systems coaching capacity. The addition of Network teams benefits the SSIP by integrating their unique expertise, building upon their successful working relationships with LEAs, creating a larger network of support, and leveraging their coaching skills to develop leaders who can successfully implement the SSIP.

By developing a shared vision for the SSIP across the agency, LDOE has increased its capacity to sustain this work over the lifecycle of the SSIP and beyond.

1(B) IDENTIFY THE STEPS THE STATE WILL TAKE TO FURTHER ALIGN AND LEVERAGE CURRENT IMPROVEMENT PLANS AND INITIATIVES IN THE STATE, INCLUDING GENERAL AND SPECIAL EDUCATION, WHICH IMPACT CHILDREN WITH DISABILITIES.

WHAT ARE THE CURRENT IMPROVEMENT PLANS AND INITIATIVES IN THE STATE, INCLUDING GENERAL AND SPECIAL EDUCATION THAT IMPACT CHILDREN WITH DISABILITIES?

In Phase I, LDOE identified a number of improvement plans and initiatives in the State, including general and special education that affect students with disabilities. These included the SPDG, SRCL, LDC and Teacher Leader. As a result of additional infrastructure work in Phase II, LDOE identified other initiatives including ELA Guidebooks and *Believe and Prepare*. Each of these plans and initiatives connect to the SSIP’s coherent improvement strategies.

Table 1.8: Cross-walk Improvement Plans and Initiatives to SSIP Coherent Improvement Strategies

Strategies	Believe & Prepare	SPDG	SRCL	LDC	ELA Guidebooks	Teacher Leader
Continuous Leadership Development	✓	✓	✓			✓
Data-informed Decision making		✓	✓			✓
Evidence-based Literacy Practices		✓	✓	✓	✓	✓

Believe and Prepare

Louisiana is piloting an innovative teacher preparation and certification initiative called Believe and Prepare. Believe and Prepare partners school systems with preparation programs to ensure aspiring teachers learn how to teach alongside Louisiana’s most effective teachers, and better aligns teacher preparation with current expectations for practicing teachers and students. Now in its third cohort, 64 school systems are piloting programs to better prepare Louisiana’s next generation of teachers. Prior to the 2015-2016 school year, this initiative was limited to general education educators. Understanding the need for more qualified special education teachers, in 2015-2016, 16 of these partnerships specifically focus on increasing the number of high quality special education teachers in school systems across the state. This initiative, along with many others including the ELA Guidebooks, embraces the spirit of the LDOE’s educational vision *Louisiana Believes* – the State’s comprehensive plan to provide all students the opportunity to attain a college degree or a professional career.

English Language Arts Guidebooks

Once LDOE identified literacy as the SSIP focus, LDOE took steps to align the SSIP with other literacy-based state-level improvement plans and initiatives. LDOE’s ELA Guidebooks support teachers and schools to make informed but independent decisions about how to provide rigorous

but unique instruction in each classroom around the state. The ELA Guidebooks are undergoing revision and expansion, including an extensive online presence that will offer a complete set of resource tools for ELA content teachers. The guidebooks provide teachers and schools with resources and tools to teach students to read, understand, and express understanding of grade-level text. These will include full and complete lessons, student tools, texts, and guidance for instruction. LDOE leveraged the SSIP to explore opportunities to align statewide ELA planning efforts with the implementation of the SSIP. LDOE is investigating ways to pilot the ELA Guidebooks with additional supports and strategies for students with disabilities in the SSIP cohort. The information gained from the pilot could be used to finalize the structure and content of each unit, including strategies to differentiate content using evidence-based literacy practices. Successful strategies and practices, as determined by our evaluation plan, could be used to scale up practices across the state through the ELA Guidebook platform.

Literacy Design Collaborative

LDC offers educators an instructional design system to develop students' literacy skills to prepare them for the demands of college and career. LDC empowers teachers to build students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to standards. The basic LDC building block is a module—two to four weeks of instruction comprising a “teaching task,” standards, “mini-tasks,” and other instructional elements. Using LDC's Framework and tools, teachers develop a literacy-rich task and design instruction to help students complete that task. LDC puts educators in the lead by providing a common framework upon which teachers can individually or collaboratively build literacy-saturated curricula within their content area and for their focus topics.

LDOE identified this initiative because it could improve the capacity of LEAs to implement strategies that lead to a measurable improvement in the SiMR. This is considered a general education initiative, because it is not targeted at the special education population, but any special education student in an LDC classroom can benefit from this program. LDC is currently being implemented in approximately 30 LEAs. While the LDC program started in grades six through twelve, it has recently expanded to grades three through five. It aligns with LDOE's SSIP SiMR, which is targeted at grade three through five. For these reasons, LDOE considered LDC LEAs in the SSIP cohort selection process.

State Personnel Development Grant

During Phase I, LDOE identified SPDG as a current initiative that impacts students with disabilities because SPDG provides PD support to a cohort of LEAs serving students with disabilities throughout the state. During Phase II, LDOE and SPDG worked closely together to align the new SPDG application with the SSIP. SPDG is in the process of applying for a new round of funding. When funded, SPDG will support LDOE and the SSIP cohort to improve literacy outcomes for students with disabilities through the development of systematic PD framework. This framework will focus on four initiatives 1) data-driven decision making, 2) evidence-based literacy practices, 3) coaching, and 4) family partnerships. SPDG, as a PD grant, will work closely with LDOE to ensure alignment of PD opportunities and identify additional LEA-support needs.

This is an important infrastructure support to ensure the SSIP's initial viability and longer term sustainability. However, LDOE recognizes SPDGs are competitive. LDOE is building its internal

capacity through policy staff and Network personnel, as well as the Special Education Policy Office partnership with the Academic Content Office to support LEAs.

Striving Readers Comprehensive Literacy

SRCL is a federal grant aimed at improving the reading and writing skills of students. The SRCL grant was awarded to LDOE to create a comprehensive literacy program to advance literacy skills—including pre-literacy skills, reading, and writing—for children from birth through grade 12, including limited-English-proficient students and students with disabilities. The SRCL Grant is built on Louisiana’s Comprehensive Literacy Plan. LDOE, in turn, awarded SRCL grants through a competitive application process to LEAs that developed a comprehensive literacy program. Louisiana is one of only six states selected for this federal grant, and it is currently in place in 27 LEAs, including three charter schools.

Each LEA developed a plan to: 1) improve school readiness and success from birth to grade 12 in the area of language and literacy development for disadvantaged students, 2) enable data-based decision-making to improve instructional practices, policies, and outcomes for all students, ensuring disadvantaged students receive maximum benefits, and 3) use technology to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness, ensuring the needs of disadvantaged populations are addressed.

For the purposes of the SSIP, LDOE identified the SRCL initiative because it closely aligns with three components of Louisiana’s SiMR: 1) it targets struggling readers, including students with disabilities, 2) it includes students in grades three through five, and 3) it focuses on literacy proficiency. Since Phase I, LDOE worked with the SRCL grant personnel to identify potential SSIP cohort LEAs, discussed successes and lessons learned that could be applied to the SSIP, and explored opportunities for collaboration. SRCL’s focus on literacy and commitment to students with disabilities allowed the LDOE to build internal capacity and knowledge that LDOE will apply to the initial implementation.

Teacher Leader

In the 2015-2016 school year, Louisiana’s Teacher Leader program supported a cohort of over 5,000 educators and content experts from across the state to share their knowledge, learn new skills, and receive ongoing support from LDOE. Through this avenue of PD, LDOE targets Teacher Leaders who can translate the content they learn at Teacher Leader summits and collaboratives into practicable outcomes that are tailored to the specific needs of their LEAs’ population.

Through the Teacher Leader program, LDOE has a unique opportunity to leverage an existing PD system to build capacity of the SSIP cohort. During the Phase I infrastructure analysis, LDOE explored ways to integrate additional special education content and include additional special education professionals in the Teacher Leaders program. During Phase II, LDOE increased the number of special education professionals and in-person PD opportunities. In Phase III, LDOE will continue exploring opportunities to disseminate successful coherent improvement strategies to the broader educator audience across the state through Teacher Leader.

WHAT ARE THE SPECIFIC STEPS THE STATE HAS TAKEN TO FURTHER ALIGN CURRENT STATEWIDE INITIATIVES AND IMPROVEMENT PLANS THAT IMPACT STUDENTS WITH DISABILITIES?

Please see the following section for a description of steps and activities the State has taken and plans to take to further align current statewide initiatives and improvement plans that impact students with disabilities. Additional information can also be found in Section 1(a) above.

HOW IS THE STATE ALIGNING AND LEVERAGING THE CURRENT IMPROVEMENT PLANS ACROSS THE STATE EDUCATIONAL AGENCY (SEA), INCLUDING GENERAL AND SPECIAL EDUCATION, AND HOW WILL THIS WORK SPECIFICALLY IMPACT CHILDREN WITH DISABILITIES?

In Phase II, LDOE has leveraged current improvement plans across Louisiana to inform the development and implementation of the SSIP. See specific activities described in the Sections 1(a) and 1(b) above, as well as the tables included in each section. A couple of these are described in additional detail below:

ELA Guidebooks

LDOE is leveraging work on ELA Guidebooks, a general education academic content initiative, to improve literacy outcomes for students with disabilities. LDOE is in the midst of redesigning the ELA Guidebooks to offer LEAs a more complete vision of ELA content, curriculum and instruction. These will include full and complete lessons, student tools, texts, and guidance for instruction. LDOE leveraged the SSIP to explore opportunities to align this initiative with the implementation of the SSIP. Additionally, through the SSIP External Stakeholder Engagement sessions, the Academic Content Office gained valuable insights into ways to further involve special educators and parents. The Academic Content Office is also working to build ways to address specific reading difficulties of students with disabilities and other struggling readers into the content, curriculum, and instructional components of the guidebooks. LDOE is investigating ways use the evidence-based literacy practices piloted in the SSIP to support the ELA Guidebooks. The information gained from the SSIP cohort could be used to finalize the structure and content of various units, including strategies to differentiate content using evidence-based literacy practices. Successful strategies and practices, as determined by our evaluation plan, could be used to scale up practices across the state through the ELA Guidebook platform.

SRCL

The SRCL grant afforded LDOE opportunities to leverage lessons learned in piloting literacy programs for struggling readers. While SRCL is targeted at all struggling readers, not just students with disabilities, LDOE was able to use successes and lessons learned to shape SSIP implementation in Louisiana's unique educational landscape.

1(C) IDENTIFY WHO WILL BE IN CHARGE OF IMPLEMENTING THE CHANGES TO INFRASTRUCTURE, RESOURCES NEEDED, EXPECTED OUTCOMES, AND TIMELINES FOR COMPLETING IMPROVEMENT EFFORTS.

WHO MAKES UP THE TEAM THAT WILL IDENTIFY THE INFRASTRUCTURE CHANGES CRITICAL TO IMPLEMENTATION OF THE PLAN?

The Special Education Policy Office is primarily responsible for implementing the SSIP, including changes to infrastructure. To identify critical changes for implementation, LDOE engaged diverse stakeholders in the SSIP Phase I and Phase II processes (see section 1(a), tables 1.2 – 1.7) and has identified associated improvement activities. LDOE will continue these engagements during Phase III to ensure changes critical to implementation are made as evaluation data are collected and analyzed.

LDOE recognizes change on this scale cannot be completed in isolation. Therefore, LDOE has identified key offices and individuals across the agency who will partner with the Special Education Policy Office to implement various initiatives and other infrastructure improvements. The table below identifies key LDOE officials who provide consultation on key infrastructure changes.

Table 1.9: Key Contributors to Phase II Infrastructure Evaluation

Official	Role	Department / Office
Laura Boudreaux	Data and Evaluation	Data Analytics
Tikera Chesley	Charters	Monitoring
Bernell Cook	Coaching Models, Title Programs	Federal Programs
Bridget Devlin	Chief of Staff	Executive Office
Sheila Guidry	Fiscal, Grants Management	Grants Management
Maria Knox	Data and Evaluation	Data Analytics
Nanette Olivier	Literacy, Special Education Programs	Special Education Policy
Kristi-Jo Preston	SSIP Manager	Special Education Policy
Angela Randall	Monitoring	Monitoring
Jill Slack	SRCL Project Lead	Academic Content
Wanda Trahan	Data and Evaluation	Data Analytics
Whitney Whealdon	English Language Arts Expert	Academic Content
Jamie Wong	Special Education Director	Special Education Policy

WHAT RESOURCES WILL BE NEEDED TO ACHIEVE THE EXPECTED OUTCOMES?

LDOE identified resources that will be needed to achieve the SiMR. These include, but are not limited to:

- LDOE personnel and fiscal commitments.
- External fiscal commitments from partner agencies.
- Consultation from LDOE and external experts in special education, literacy, data and evaluation.
- External agency support including SPDG, LEAs, advocacy organizations, and family support groups, including personnel time.
- Technical assistance from US Department of Education and OSEP-funded centers including SC3 and NCSI.

LDOE has already secured significant resources to begin initial implementation. LDOE will reevaluate resource needs as LDOE evaluates initial implementation.

WHAT ARE THE TIMELINES TO COMPLETE CHANGES TO THE INFRASTRUCTURE AND BUILD CAPACITY WITHIN THE STATE TO BETTER SUPPORT THE LEAS' PROGRAMS?

See infrastructure section 1(a) including tables 1.2 – 1.7 above for additional details on implementation timeframes.

1(D) SPECIFY HOW THE STATE WILL INVOLVE MULTIPLE OFFICES WITHIN LDOE, AS WELL AS OTHER STATE AGENCIES AND STAKEHOLDERS IN THE IMPROVEMENT OF ITS INFRASTRUCTURE.

IN AN EFFORT TO BETTER SUPPORT LEAS, HOW DOES THE SSIP PROMOTE COLLABORATION WITHIN LDOE AND AMONG OTHER STATE AGENCIES TO IMPROVE THE STATE'S INFRASTRUCTURE?

LDOE has taken a collaborative approach, both within the LDOE and among other State agencies to improve the State's infrastructure. The SSIP has promoted a key collaboration between LDOE and LSU, which sponsors SPDG that is being used to develop and execute the SSIP. These two state agencies adopted an intensive co-development model that merges the SSIP's implementation with the next cycle of the SPDG grant. LDOE has led the development of the plan and evaluation, while SPDG is providing direct support to LEAs on the evidence-based practices. LDOE and SPDG established frequent, ongoing leadership planning sessions, attended TA-sponsored collaborative events together, and provided ongoing input into the development of each component of the SSIP and the SPDG grant. LDOE has leveraged this spirit of collaboration to expand capacity, build stronger relationships with LEAs, and deploy the initial PD model to the benefit of both agencies, LEAs, and ultimately, students with disabilities.

Within the State, LDOE has taken a number of concrete steps to promote collaboration around the SSIP. In section 1(a) above, LDOE outlined these activities and the status. For example, LDOE's Special Education Policy Office collaborated closely with the Academic Content Office, which houses English language arts content knowledge and expertise. Members of the Academic Content Office participated in External Stakeholder Engagement Group meetings, internal LDOE planning meetings, and provided feedback on the proposed PD framework. This collaboration, which was replicated with other LDOE offices, leveraged the expertise of officials across the agency to shape the SSIP.

WHAT MECHANISMS WILL THE STATE USE TO INVOLVE MULTIPLE OFFICES AND/OR OTHER STATE AGENCIES IN THE IMPROVEMENT OF THE STATE'S INFRASTRUCTURE?

At LDOE, work is managed by the type of work, not the area of focus. LDOE has capitalized on this existing infrastructure in order to successfully develop and implement the SSIP, and improve our student-focused outcome. As a result, LDOE organically involves multiple offices within the agency, creating a shared responsibility for the SSIP. While the existing structure promotes cross collaboration, LDOE has taken additional steps to ensure specific tasks are accomplished. For example, LDOE established teams with representatives from multiple offices and other state agencies that are tasked with executing specific components of the SSIP, such as the evaluation plan. These are described in more detail in the subsection directly above, section 1(c), and Appendix B. In addition, LDOE has committed to, and made progress on opportunities for infrastructure improvements identified in Phase I. These are described in more detail in section 1(a).

HOW WILL STAKEHOLDERS BE INVOLVED IN THE INFRASTRUCTURE DEVELOPMENT?

LDOE continued and expanded the successful stakeholder engagement model used during Phase I in Phase II. This structure integrated stakeholder involvement at four levels including the 1) SSIP External Stakeholder Engagement Group with participants representing Louisiana's diverse population; 2) SSIP Leadership Team with key contributors from LDOE and SPDG, 3) the continued collaborative approach within LDOE, where LDOE continuously involved internal stakeholders representing LDOE's various offices and divisions; and 4) public update and feedback forums including SEAP, Families Helping Families and the Developmental Disabilities Council.

Stakeholders contributed to all components of Phase II including infrastructure development. For example, LDOE provided the External Stakeholder Engagement Group with updates on potential changes to infrastructure and used their feedback to refine plans. As a result of the External Stakeholder Engagement Group input, LDOE recognized the need to consider how SPDG's grant initiatives aligned with various SSIP coherent improvement strategy activities. This recognition led to additional consideration of how to align the internal LDOE collaboration to develop the evidence-based literacy practices. The External Stakeholder Engagement Group met in person for three three-hour sessions, face-to-face, as well as email correspondence throughout Phase II to provide additional feedback.

In addition to the previously established structures for stakeholder involvement, LDOE expanded its efforts to reach an even more diverse group of individuals and agencies. For example, LDOE sought meaningful feedback from family representatives from across the state, including responses to questions like:

- 1) What should we consider when choosing a family representative for the SSIP District and School Leadership Teams?
- 2) How can we share SSIP updates in a family-friendly way?
- 3) Can you think of any strategies to improve how district and school leaders help families of students with disabilities stay connected to state, regional, and local resources offered outside of schools?

LDOE collected and reviewed their feedback to consider infrastructure changes within LDOE and with partners at SPDG. Their feedback has been used for additional enhancements and changes to infrastructure by LDOE and SPDG.

Through these mechanisms, LDOE will continue to involve stakeholders in the infrastructure development throughout the SSIP.

IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

2(A) SPECIFY HOW THE STATE WILL SUPPORT LEAS IN IMPLEMENTING THE EBPS THAT WILL RESULT IN CHANGES IN LEA, SCHOOL, AND PROVIDER PRACTICES TO ACHIEVE THE SIMR FOR CHILDREN WITH DISABILITIES.

DID THE STATE DESCRIBE THE EVIDENCE USED TO SELECT EBPS THAT WILL BE IMPLEMENTED?

In Phase I, LDOE identified three coherent improvement strategies: data-driven decision making, PD / TA, and leadership development. During Phase II, as the SSIP evolved, LDOE updated the coherent improvement strategies to more accurately reflect the goals and structure of the SSIP. The three coherent improvement strategies are now: data-informed decision making, evidence-based literacy practices, and continuous leadership improvement.

Data-informed decision making is supported through the TAP-IT EBP. TAP-IT is a process for effective decision-making developed at The Johns Hopkins University School of Education Center for Technology in Education as part of its *Boundless Learning* program. The foundation for the TAP-IT approach is built on a strong literature base that reflects processes that guide educators in using student data to make informed decisions. LDOE decided to use the TAP-IT process after carefully considering the evidence and research used to support multiple data-informed decision making models. After this review, including input from stakeholders, LDOE² focused on TAP-IT because of its strong foundation in research based evidence, and Johns Hopkins' capacity and readiness. See Appendix A for an extensive list of research and literature used to support this decision.

Evidence-based literacy practices proven to work for students with disabilities in grades 3-5 are essential to improving outcomes. This coherent improvement strategy will be implemented in seven areas: 1) phonemic awareness, 2) alphabetic principle, 3) automaticity, 4) vocabulary development, 5) comprehension, 6) spelling, and 7) writing. EBPs in these areas are proven to help struggling readers to understand the word and the world; meaning that they help with both decoding and comprehension. The effective use of EBPs in these areas will help students with disabilities read, understand and express grade-level texts. Research has shown that a key factor in determining student learning in ELA is the student's ability to read and understand grade-level texts.³ After reviewing the evidence, LDOE chose EBPs that help students with disabilities bridge the gap between their current performance and grade-level ELA expectations. See Appendix A for an extensive list of evidence-based research and literature used to support this decision.

² While a collaborative group of stakeholders across the State, including LDOE, SPDG and the External Stakeholder Engagement Group chose the TAP-IT model, SPDG directly contracts this work Johns Hopkins University as part of their ongoing data-drive decision making initiative.

³ ACT released a study showing the importance of grade-level text:

http://www.act.org/research/policymakers/pdf/reading_summary.pdf

Tim Shanahan released "Letting the Text Take Center Stage" highlighting similar findings:

<http://www.aft.org/pdfs/americaneducator/fall2013/Shanahan.pdf>

"Text Complexity Is the New Black" from Text Complexity by Douglas Fisher, Nancy Frey, and Diane Lapp (2012):

<http://www.reading.org/Libraries/Books/bk478-samplechapter.pdf>

The final coherent improvement strategy, continuous leadership development, is defined to directly support sustainable implementation of data-informed decision making and evidence-based literacy practices. This strategy develops leaders at all levels in the LEA; not just identified leaders, but all educator leaders who enact change to improve outcomes for students with disabilities in grades 3-5. Continuous leadership development recognizes that there is no point when a leader is fully developed. Instead, leaders continuously identify ways to improve their practice and their impact in the community.

First, LDOE will use a continuous leadership development model with evidence-based approaches to effective coaching at the LEA and school level. To elevate leadership around data-informed decision making, LDOE and SPDG will establish District and School Leadership Teams with ongoing support and training to develop the characteristics of effective leaders. These leadership teams will include representatives from across disciplines—administration, general and special education, data and accountability, families, etc.—that will unite around a single vision of implementation.

Second, LDOE will deploy a coaching system supported through PD and TA to develop educator leaders at all levels of the LEA. This model is being developed to improve the educator leadership traits that result in high fidelity implementation of literacy strategies. LDOE focused on identifying best practices and strong evidence-based research in effective coaching practices and has drawn on the expertise of SC3 to develop the coaching skills of ELA educators. See Appendix A for a list of research, best practices, and other evidence that support the leadership and coaching model.

HOW DID THE STATE CONSIDER THE LEA NEEDS AND THE BEST FIT FOR THE COHERENT IMPROVEMENT STRATEGIES AND EBPS?

The logic model represents the planning necessary to execute specific activities that will effect systemic change to achieve improved literacy outcomes for students with disabilities in grades 3-5. The logic model outlines the explicit rationale for achieving this outcome in the unique educational landscape of the State and LEAs in which we operate. To determine best fit for the coherent improvement strategies and EBPs, which will enable the State to affect this change, LDOE relied on the National Implementation Research Network’s Hexagon Tool for Assessing Readiness.⁴ LDOE iteratively asked three questions: 1) is it relevant (conceptual fit), 2) is it appropriate (practical fit), and 3) is it effective (evidence-based)?⁵

- Relevance – LDOE considered whether the coherent improvement strategies and EBPs appropriately targeted the identified challenge, the underlying factors, and the expected short term and long term outcomes (SiMR).
- Appropriateness – LDOE considered whether the coherent improvement strategies and EBPs would fit the needs at the State, LEA and school-levels. Just as importantly, LDOE considered whether the strategies and EBPs were appropriate for the full scope of students

⁴ Blase, K., Kiser, L. and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of Carolina at Chapel Hill. Retrieved from: <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf>

⁵ U.S. Department of Health and Human Services. (2009). *Identifying and selecting evidence-based interventions: revised guidance document for the strategic prevention framework state incentive grant program*. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Administration.

with disabilities (in terms of local contexts, grade range, and the spectrum of disabilities) in the SSIP cohort.

- **Effectiveness** – LDOE considered whether the coherent improvement strategies and EBPs would be effective, in terms of the best fit categories mentioned above, the evidence and research available to support their efficacy, and the enabling contexts in the LEAs.

LDOE personnel also considered LEA needs and best fit through collaborative conversations with stakeholders and literacy leaders in the State. LDOE informally ascertained readiness and capacity of potential LEAs through conversations with SPDG and LDOE Network officials. Both of these organizations work directly with LEAs, so they have the expertise to identify their unique needs as well as their fit into the SSIP model. LDOE also held conversations with literacy leaders from statewide initiatives including SRCL and the ELA Guidebooks, to evaluate and adjust the coherent improvement strategies and EBPs based on the needs of initial SSIP cohort and to ensure alignment with existing statewide structures. As a final step, LDOE held conference calls with each of the identified LEAs to ascertain their readiness, willingness and capacity to fully commit to the SSIP. These conversations considered their existing programs in data-informed decision making and literacy for students with disabilities. It also considered the ability of leaders at all levels of the LEA—district, school and teacher—to participate in the required elements of the SSIP including offsite PD opportunities.

HOW DID THE STATE ASSESS THE READINESS AND CAPACITY FOR IMPLEMENTATION WITHIN LEAS, SCHOOLS, AND WITH PERSONNEL/PROVIDERS?

(See above section). Also, LDOE carefully considered readiness and capacity for implementation at all levels: LEAs, schools and personnel/providers. To do this, LDOE and our partners considered current practices, goals, and readiness to make meaningful progress on the SiMR and commit to the work necessary to fully implement the evidence-based practices. LDOE held focus sessions with internal stakeholders and State-partners to gauge which LEAs had the readiness—the outlook needed to engage in meaningful, systemic change, and the capacity—the ability to form the knowledge, skills and behaviors needed to implement the SSIP as intended, as well as to sustain and adjust implementation over time. LDOE held similar conversations directly with LEAs to help them self-assess their readiness and capacity, and to begin to identify schools and educators within schools who also have the readiness and capacity to commit to implementation. As LDOE moves through the installation and initial implementation of the evidence-based practices, these assessments will continue, and move closer to the direct-educator level, including coaches and teachers.

WHAT IMPLEMENTATION DRIVERS ARE NEEDED TO EFFECT CHANGE IN LEA, SCHOOL, AND PERSONNEL/PROVIDER PRACTICES?

Implementation drivers are critical to the successful development and implementation of evidence-based practices. They bridge the gap from policy to practice. Therefore, LDOE considered and integrated implementation drivers including competency drivers, organizational drivers and

leadership drivers into the SSIP.⁶ Only when all three implementation driver categories and their supporting elements are in place, can we expect to see meaningful systemic change and successful implementation of evidence-based practices. For example, LDOE incorporated all elements of the competency driver including staff selection, training and coaching to develop a model that would enable practitioners at all levels to effectively implement the evidence-based practices with fidelity. To illustrate this further, LDOE is in the process of deploying data-informed decision making PD activities through the TAP-IT model. To maximize competency, LDOE in partnership with SPDG and the TAP-IT trainers worked to 1) select participants with the readiness and capacity to take on this work, 2) train educators at the State, LEA, and school-levels in the key knowledge concepts necessary to begin using TAP-IT to inform decisions, and 3) integrate coaching to expand the knowledge and skills taught in the training.

WHAT IS THE PD OR TA SUPPORT FOR HIGH-FIDELITY ADOPTION, IMPLEMENTATION, AND SUSTAINABILITY OF SELECTED COHERENT IMPROVEMENT STRATEGIES AND EBPS?

LDOE developed PD and TA to support high-fidelity adoption, implementation, and sustainability of selected coherent improvement strategies and EBPs. During the exploration and initial implementation phases of implementation science, before the PD framework was finalized, LDOE considered best-fit and local contexts. LDOE carefully selected initial adopters (both at the LEA and school-level) based on readiness and capacity (as described above). Concurrently, LDOE developed a PD framework that incorporates both initial PD opportunities and ongoing professional learning and development activities along with job-embedded coaching. The initial PD is essential to develop foundational knowledge and understanding of the EBPs. Ongoing PD and TA are then embedded at the LEA and school-level to support higher-level understanding and critical thinking and to correct misconceptions before they are ingrained in daily practice. Through ongoing coaching support, educators will deepen their knowledge and understanding of the EBPs. While initial understanding of key concepts is transmitted through PD sessions, the ongoing support will hone educators skills in executing the EBPs in the real-world contexts of their LEAs, schools, and classrooms. The PD and TA framework is a key component to direct initial and then full implementation of the SSIP. For additional information on the timeline of specific PD and TA activities see section 2(b) and table 2.1. To ensure high-fidelity adoption, and sustainability of effective activities, the effectiveness of PD and TA will be evaluated to identify activities that should be sustained (and perhaps scaled-up) and activities that should be improved, adjusted or replaced.

HOW WILL THE STATE SUPPORT THE LEA IN SCALING UP EBPS?

LDOE selected a cohort of nine LEAs to implement the SSIP. Through the data-informed decision making model of TAP-IT, LEAs engaged in both quantitative and qualitative assessments of readiness to select the schools and teachers that will initially implement the EBPs. While the initial work is done with a small cohort of LEAs, LDOE will support each LEA in scaling up the EBPs. This will be done through a variety of means.

First, LDOE carefully selected the EBPs with scale up in mind—as noted in section 1(a) above. For example, the coherent improvement strategy of data-informed decision making is supported

⁶ National Implementation Research Network (2016). *Implementation Drivers*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute. Retrieved from: <http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers>

through the TAP-IT model as the EBP. TAP-IT educates District and School Leadership Teams in the critical skills of collecting and analyzing timely formative, summative, and longitudinal data to inform decision making to improve student learning and outcomes. While the initial TAP-IT PD and TA framework directly supports improving literacy outcomes for students with disabilities in grades 3-5 in the SSIP cohort, the fundamental structure of TAP-IT spans all content and grade levels. It focuses on a series of data skills that can be applied to a variety of student-centered outcomes. Once LEAs have the foundational knowledge and skills, and then have the opportunity to develop them through ongoing PD and TA, they can use this model to scale up in additional classrooms and schools. LDOE expects that LEAs will expand the use of TAP-IT to additional grades and subject areas to broadly support improved academic outcomes for all students, including students with disabilities. As LDOE moves from initial implementation to full implementation, these EBPs and the scale up design will be shaped and adjusted by the evaluation to ensure high-fidelity adoption across each LEA.

LDOE is also using coaching to build LEA capacity and support scale up. LDOE has developed three layers of coaching support for the SSIP cohort: systems coaching through SPDG, external coaching through regional support coaches⁷, and content coaching through district and school staff. SPDG staff will serve as systems coaches to District and School Leadership Teams. They will provide direct support by facilitating team meetings, ensuring the implementation of action plans based on data-informed decision making, and providing TA on leadership strategies. The external coaches and internal coaches will provide direct support to districts, schools, and teachers to ensure effective implementation of evidence-based literacy practices. In addition, external coaches will assist the internal coach with the coaching process. As a result, the internal coach, who will remain with the LEA after the SSIP concludes, will build the coaching skills necessary to develop teachers. This multilayered coaching support system is designed to build the capacity of LEAs at the district, school and teacher levels. As a result, LEAs will have sustainable practices and structures that can span the entire LEA, creating processes that ready LEAs to scale up EBPs beyond ELA in grades 3-5.

LDOE is exploring additional ways to scale up EBPs in the LEAs and across the state. LDOE will use the evaluation plan to identify these opportunities and consider integration into existing state initiatives such as Teacher Leader and ELA Guidebooks to expand access, adoption and impact. Please see section 1(a) for additional examples.

⁷ Regional support coaches are external coaches that support one to two LEAs in the SSIP cohort.

2(B) IDENTIFY STEPS AND ACTIVITIES NEEDED TO IMPLEMENT THE COHERENT IMPROVEMENT STRATEGIES. INCLUDE COMMUNICATION STRATEGIES, STAKEHOLDER INVOLVEMENT, HOW IDENTIFIED BARRIERS WILL BE ADDRESSED; WHO WILL IMPLEMENT ACTIVITIES AND STRATEGIES; HOW ACTIVITIES WILL BE IMPLEMENTED WITH FIDELITY; RESOURCES THAT WILL BE USED TO IMPLEMENT THEM; AND TIMELINES FOR COMPLETION.

WHAT ARE THE COMMUNICATION STRATEGIES THE STATE WILL USE TO IMPLEMENT THE PLAN?

LDOE employs a number of communications strategies to ensure the SSIP is implemented with fidelity. At a high level, LDOE communicates foundational knowledge and skills through in person PD, ongoing web-based PD, sustained TA, systems coaching and content coaching. LDOE and SPDG regularly communicate to all SSIP participants through email, district planning calls, and other standardized procedures. In addition, our SSIP partners are developing web portals to support further communication that will reach, not only SSIP LEAs, but the state as a whole. SPDG is currently designing a collaborative website that engages LEAs on the shared objectives between the SSIP and SPDG's mission. Further, each LEA has access to TAP-IT tools and resources through Johns Hopkins University's online PD portal.

LDOE and SPDG have established a number of teams through which LDOE communicates key information. These teams are described below:

- State Leadership Team – LDOE established a State Leadership Team to steer the planning and implementation of the SSIP. This team, which includes LDOE personnel, SPDG staff, and other representatives, plans the overall communication strategy. They coordinate communication at all levels of the state including state-level networks, external state-level agencies, LEAs, and other stakeholders. This strategy ensures that relevant stakeholders are informed of PD requirements, progress on planning and development of the SSIP, funding and other critical information.
- District Leadership Teams – Each SSIP LEA has established a District Leadership Team. This team includes key decision-makers and representatives of stakeholders from the LEA including a special education supervisor, elementary supervisor, special education staff, a general education curriculum representative, data / accountability staff, and a representative of parent / family initiatives. In addition, the District Leadership Team will include representatives from each participating school, a regional support contact, and a SPDG facilitator. Each LEA Leadership Team has a direct contact at LDOE. The District Leadership Team is responsible for becoming knowledgeable of the coherent improvement strategies and evidence-based practices, and then ensuring those practices are implemented with fidelity throughout the LEA.
- School Leadership Teams – Each school participating in the SSIP will establish a School Leadership Team. These teams will reflect the LEA Leadership Teams in structure, such that membership includes key decision-makers and representatives of stakeholders, and purpose. They will be responsible for ensuring that the SSIP is implemented with fidelity at the school-level.

In addition, LDOE and SPDG have engaged a number of additional groups to ensure that key concepts are communicated to a larger audience. This ensures that LDOE can elicit broad and varied perspectives on the SSIP and raises general awareness of this initiative, which is intended to improve outcomes for students with disabilities. These groups include:

- Family Engagement – While not directly related to the SSIP coherent improvement strategies, LDOE recognizes the importance of engaging families in the education of their children. SPDG has incorporated family engagement as part of their grant activities. Each LEA that participates in the SSIP will also become a SPDG LEA.
- External Stakeholder Engagement Group – LDOE will continue the successful External Stakeholder Engagement Group that was established during Phase I. This group provides essential communication among LDOE, stakeholders, and their constituency groups. They provide guidance and feedback to LDOE after consulting with their constituents, and then provide updates on progress back to their respective constituency groups.
- Additional Public Engagement Opportunities – In addition to communication strategies outlined above, LDOE takes advantage of additional public engagement opportunities to update the larger community and solicit additional feedback. During Phase II, LDOE presented components of the SSIP to SEAP, the Families Help Families (FHF) consortium, and the Developmental Disabilities Council, among others. LDOE has incorporated feedback from all of these groups into the development and implementation plan for Phase II and III.

HOW WILL STAKEHOLDERS BE INVOLVED IN IMPLEMENTATION AND WHAT ARE THEIR DECISION-MAKING ROLES DURING THE PLANNING STAGE?

LDOE has developed an extensive and meaningful stakeholder engagement process. In Phase II, LDOE continued successful stakeholder practices including the External Stakeholder Engagement Group, internal stakeholder meetings, and SEAP feedback opportunities. LDOE expanded opportunities for public feedback and input through additional public engagement events. The External Stakeholder Engagement Group provides critical feedback, and LDOE considered this group as decision-making partners in development of the SSIP, including implementation elements.

As Louisiana moves from Phase II to Phase III, the External Stakeholder Engagement Group will shift its focus from assisting with development to assisting with implementation. The Phase III stakeholder group will include members who were involved in Phase I and Phase II and new members who can bring experience specific to the SSIP's implementation needs. The External Stakeholder Engagement Group will continue to be involved in the decision making process. For example, they have helped to craft the initial implementation of the continuous leadership development model. They will help to develop and adjust assessments used to evaluate the fidelity of implementation. They will review results and recommend changes to the coherent improvement strategies used to improve outcomes.

**GIVEN THE BARRIERS IDENTIFIED IN PHASE I, HOW ARE THEY BEING ADDRESSED
WITHIN THE PLAN?**

LDOE identified barriers to implementation as part of the Infrastructure Analysis completed during Phase I and updated during Phase II. Please see the Infrastructure Development section of this report for additional information on how these barriers are being addressed.

**HOW WILL THE IMPLEMENTATION TEAMS AT THE LEA AND LOCAL SCHOOL LEVELS
ENSURE THAT PERSONNEL/PROVIDERS ARE TRAINED TO IMPLEMENT THE COHERENT
IMPROVEMENT STRATEGIES AND EBPS WITH FIDELITY?**

LDOE has established District Leadership Teams at each LEA and School Leadership Teams at each school participating in the SSIP. It is essential that each member of these teams is trained to implement the coherent improvement strategies and EBPs with fidelity and that implementation is continuously supported from the initial through full implementation stages. To achieve this end, LDOE has developed a PD and ongoing support system that embeds learning and support at multiple, interconnected levels. LDOE has four Network Liaisons who regularly communicate with LEAs and participate in SSIP PD events. They will serve as liaisons with the LEAs, LDOE, and SPDG. Every team member will attend the same initial and ongoing PD.

In addition, SPDG is developing a systems coaching model to aid LEAs in enacting systemic changes needed to ensure successful implementation. For example, a SPDG team member will facilitate District Leadership Team meetings focused, in part, on systems improvement and fidelity of implementation. School Leadership Teams will be supported by LEA coaches who act as a liaison between the LEA and the school. They have the training and the local knowledge to support schools and teachers in high-fidelity implementation. Both district and school teams are also supported by the LDOE Network Liaisons, who provide additional systems coaching to encourage high-fidelity implementation. Professional learning and development does not end with a single PD event. The leadership teams must be supported both in the initial knowledge acquisition and the ongoing skills development necessary to implement the EBPs with fidelity throughout the life cycle of the SSIP.

**WHAT ARE THE SHORT-TERM AND LONG-TERM ACTIVITIES FOR EACH COHERENT
IMPROVEMENT STRATEGY AND TIMELINES FOR COMPLETION OF THOSE ACTIVITIES?**

Below is a timeline of key short-term and long-term activities that support the implementation of each coherent improvement strategy. This is not intended to be an exhaustive list of all activities that will be completed at the state, LEA and school levels. For example, the foundational PD for TAP-IT includes a variety of smaller tasks that lead up to or follow the activity. This included data analyses by LDOE and LEAs, a needs assessment by the PD contractor, post-PD surveys, and fidelity checks as well as additional TA for LEAs. LDOE, with support for internal and external stakeholders, will continue to update this work based on initial implementation and evaluation feedback.

Table 2.1 Timeline of Key Short and Long-term Activities

Improvement Strategy			Activity	Targeted Audience	Time Frame		
DIDM	Literacy Practices	Continuous Leadership Devel't			Start	End	Frequency
✓		✓	Foundational PD (TAP-IT)	State DLT*	Spring 2016	Spring 2016	Once
✓		✓	Online Learning Modules (TAP-IT)	DLT	Spring 2016	Summer 2016	Monthly
✓		✓	Foundational PD (TAP-IT)	SLT **	Summer 2016	Summer 2016	Once
✓		✓	Online Learning Modules (TAP-IT)	SLT	Summer 2016	Winter 2016	Monthly
✓	✓	✓	DLT Meetings	DLT SPDG	Spring 2016	Spring 2021	Quarterly
✓	✓	✓	SLT Meetings	SLT	Fall 2016	Spring 2021	Quarterly
	✓	✓	SC3 TA for Coaching	State	Summer / Fall 2016	Spring 2017	As Needed
✓	✓	✓	Develop and Maintain SSIP Collaboration Website	SPDG DLT SLT Schools	Summer / Fall 2016	Spring 2021	As Needed
	✓	✓	Establish Regional Coaching Program	State SPDG	Summer 2017	Summer 2017	Once

Improvement Strategy			Activity	Targeted Audience	Time Frame		
DIDM	Literacy Practices	Continuous Leadership Devel't			Start	End	Frequency
	✓	✓	Foundational PD (Literacy Strategies)	DLT, SLT, Teachers ELA 3 rd – 5 th , Support Staff	Summer 2017	Winter 2017	Once
	✓	✓	Online Learning Modules (Literacy Practices)	DLT SLT	Summer 2017	Winter 2017	Twice
	✓	✓	Foundational PD Supported by SC3 (Coaching)	State District Coaches Regional Support Coaches	Summer 2017	Summer 2017	Once***
	✓	✓	Implement and Maintain Regional Coaching Program	DLT LEA Coaches	Fall 2017	Spring 2021	Ongoing
	✓	✓	Foundational PD (Literacy Practices)	DLT, SLT, Teachers ELA 3 rd – 5 th , Support Staff	Summer 2018	Summer 2018	Once
	✓	✓	Online Learning Modules (Literacy Practices)	DLT SLT	Summer 2018	Winter 2018	Twice
	✓	✓	Enhanced PD (Literacy Practices)	DLT, SLT, Teachers ELA 3 rd – 5 th , Support Staff	Summer 2019	Summer 2019	Once
	✓	✓	Online Learning Modules (Literacy Practices)	DLT SLT	Summer 2019	Winter 2019	Twice
	✓	✓	Enhanced PD (Literacy Practices)	DLT, SLT, Teachers ELA 3 rd – 5 th , Support Staff	Summer 2020	Summer 2020	Once

Improvement Strategy			Activity	Targeted Audience	Time Frame		
DIDM	Literacy Practices	Continuous Leadership Devel't			Start	End	Frequency
	✓	✓	Online Learning Modules (Literacy Practices)	DLT SLT	Summer 2020	Winter 2020	Twice

**DLT = District Leadership Team*

***SLT = School Leadership Team*

****Tentative. Timing and frequency in development.*

2(C) SPECIFY HOW THE STATE WILL INVOLVE MULTIPLE OFFICES WITHIN LDOE (AND OTHER STATE AGENCIES) TO SUPPORT LEAS IN SCALING UP AND SUSTAINING THE IMPLEMENTATION OF THE EBPS ONCE THEY HAVE BEEN IMPLEMENTED WITH FIDELITY.

HOW WILL THE MULTIPLE OFFICES WITHIN LDOE AND OTHER STATE AGENCIES SUPPORT THE LEAS DURING THE SCALING UP PERIOD AND IN SUSTAINING THE IMPLEMENTATION OF EBPS?

LDOE’s Special Education Policy Office leads the development and implementation of the SSIP, but this work is not done in isolation. The Special Education Policy Office receives direct and indirect assistance from multiple offices to support LEAs in scale up and implementation sustainability. As mentioned previously, the Special Education Policy Office is working closely with the Academic Content team to identify opportunities to incorporate literacy-based best practices into larger state initiatives like the ELA Guidebooks. LDOE may leverage ELA Guidebooks to support scale up by incorporating literacy practices with positive evaluation results into the guidebooks. The ELA Guidebooks are free and available to all educators in Louisiana. The SSIP cohort of LEAs receives additional, ongoing support from their respective Network Teams. Network Liaisons attend SSIP PD activities to build foundational knowledge in the EBPs. These liaisons act as an ongoing avenue of communication and provide additional assistance and resource opportunities to LEAs. LDOE’s Data Analytics group provides critical evaluation support that will inform both the scale up and sustainability of implementation by evaluating the fidelity of implementation, and providing expert advice on elements of EBPs that need to be removed or revised if success is limited, and elements of EBPs that can be scaled beyond the SSIP cohort when they are successful.

LDOE is collaborating closely with other State agencies to support LEAs during implementation and scale up of EBPs. The partnership between LDOE and Louisiana State University, which sponsors the SPDG, is critical to the success of the SSIP. The two agencies have partnered to create a shared vision for the SSIP, including the EBPs, which are aligned between the SSIP’s coherent improvement strategies and SPDG’s initiatives. SPDG will provide direct support to LEAs in sustaining high-fidelity implementation of the EBPs. SPDG will facilitate District Leadership Team meetings, coordinate with Network Liaisons, and provide additional ongoing PD opportunities. LDOE partners with SPDG in the development of the work, and uses SPDG’s “on the ground” experience to inform the scale up efforts. Working together, the SSIP will leverage the strengths and capacity advantages of each agency to support LEAs from initial to full implementation of the coherent improvement strategies and EBPs.

HOW WILL THE MULTIPLE OFFICES WITHIN LDOE AND OTHER STATE AGENCIES ENSURE THAT THE STEPS AND SPECIFIC ACTIVITIES OCCUR WITHIN THE TIMELINES?

LDOE has formed a number of teams with personnel from multiple offices within LDOE and other State agencies that are responsible for key components of the SSIP. The SSIP Leadership Team, which is a coordinated effort between LDOE and SPDG—with support from SC3, provides overall leadership to steer the implementation of the SSIP. The Evaluation Team leads the evaluation work and includes multiple offices within LDOE. The Literacy Team coordinates content sharing and development of the literacy-focused EBPs for students with disabilities in grades 3-5. Steps and specific timelines are developed collaboratively in these team settings, and individuals within the

teams hold themselves and others accountable for ensuring the successful execution of specific activities.

EVALUATION

3(A) SPECIFY HOW THE EVALUATION IS ALIGNED TO THE THEORY OF ACTION AND OTHER COMPONENTS OF THE SSIP AND THE EXTENT TO WHICH IT INCLUDES SHORT-TERM AND LONG-TERM OBJECTIVES TO MEASURE IMPLEMENTATION. SPECIFY ITS IMPACT ON ACHIEVING MEASURABLE IMPROVEMENT IN THE SIMR FOR STUDENTS WITH DISABILITIES.

WILL THE EVALUATION BE HANDLED INTERNALLY OR EXTERNALLY, AND ARE SUFFICIENT RESOURCES IDENTIFIED TO CONDUCT IT?

LDOE will develop and execute the SSIP evaluation internally. LDOE established an Evaluation Team with representatives from the SSIP Leadership Team, LDOE—including special education policy and data analytics, SPDG—including the evaluation coordinator, and external TA from SC3. These team members represent the unique needs of key partners executing the SSIP's development and implementation. In addition, the team has been structured to seek meaningful input from additional internal and external stakeholders. Multiple members of the evaluation team are also committed to the External Stakeholder Engagement Group. They seek feedback on components of the evaluation to incorporate into the ongoing work.

LDOE carefully considered the resources necessary to develop and execute a rigorous evaluation plan. After an internal review, LDOE concluded that the Department's resources are sufficient to develop and conduct the evaluation plan. The evaluation is led by the data analytics office, which has extensive professional expertise in examining state education data to uncover hidden patterns and other information to draw sound conclusions to influence state policy. Their experience and in-depth knowledge of state data systems will be invaluable to managing the execution of the evaluation plan. In addition, LDOE considered new state restrictions on data sharing that could inhibit the Department's ability to work nimbly with an external evaluation partner.

While LDOE has sufficient internal resources, the Department is seeking PD opportunities to ensure the evaluation plan aligns with professional practices and OSEP requirements. For example, LDOE team members including members of the evaluation team participated in NCSI's Language and Literacy Collaborative, which provided training and technical assistance on the development of the evaluation plan. LDOE also sought TA from SC3 to develop and refine the theory of action and logic model.

WHAT ARE THE IDENTIFIED MEASUREABLE INPUTS (RESOURCES), OUTPUTS (STRATEGIES AND ACTIVITIES), AND SHORT AND LONG TERM OUTCOMES?

Louisiana recognizes that a positive long term outcome in the SiMR starts with a thoughtful consideration of the inputs (resources) that must be committed as the plan develops to ensure improved literacy outcomes for students with disabilities in grades 3-5. Louisiana considered a variety of inputs (resources)—human, financial, and community—that may be necessary to support the successful implementation of the SSIP. After discussions with internal and external stakeholders, LDOE identified the following key inputs (resources):

- Human Resources – Human resources must be committed at all levels of the system: state, LEA, and school in order to ensure fidelity of implementation. This includes staffing commitments at LDOE and SPDG. Both agencies have committed significant staff time to oversee the development, implementation, and evaluation of the SSIP. At the LEA-level, each District Leadership Team member, including administrators and coaches, must commit to initial and ongoing PD, recurring District Leadership Team meetings, and additional implementation needs. At the school-level, School Leadership Team members must commit to initial and ongoing PD, recurring school leadership meetings, and additional implementation needs. In addition, any teacher directly involved must commit time to develop foundational knowledge in the SSIP coherent improvement strategies, and then craft that knowledge into a well-executed skill set that is used to directly benefit literacy outcomes for students with disabilities in grades 3-5.
- Financial Resources –LDOE has considered financial commitments that balance the successful development and implementation of the SSIP with fiscal responsibility for other state-wide programs and initiatives and other special education budgeting requirements. Both LDOE and SPDG have committed financial resources over the SSIP lifecycle to support the implementation of the coherent improvement strategies. This includes, but is not limited to, support for initial and ongoing PD (including TAP-IT), travel support for LEAs to attend offsite PD opportunities, additional TA / consultation for LEAs and schools, and regional support personnel.
- Community Resources – In addition to the human and financial resources that will be committed by the agencies at each level of the state system directly involved in the SSIP, there are additional community resources that may be incorporated over the lifecycle of the SSIP. These resources provide critical support to the SSIP. The External Stakeholder Engagement Group provides ongoing guidance and feedback on the SSIP. LDOE will seek additional support from TA centers including Families Helping Families and the Louisiana Assistive Technology Initiative to provide task-specific supports. These resources, and many others across the state, provide a network of support that brings a diverse set of knowledge, skills, and other resources to the implementation of the SSIP.

As with all elements of the SSIP, consideration of inputs (resources) is not static. As part of Phase III implementation, LDOE will review and adjust inputs (resources) based on results from an evaluation of outputs and short and long term outcomes.

LDOE thoughtfully developed a logic model to implement the SSIP and guide its evaluation. The logic model is a visual representation of the SSIP’s strategies and objectives, activities, outputs (strategies and activities), short term outcomes, and long term outcomes. While the inputs (resources) are not explicitly outlined in the logic model, these other components are included. Please see the logic model on the next page for additional information.

STRATEGY & OBJECTIVE

- A** Data-informed Decision Making
Implement a structured data inquiry process with districts, schools and teachers
- B** Literacy Practices
Provide evidence-based literacy practices to educators serving students with disabilities in 3rd-5th grades
- C** Continuous Leadership Development
Develop leaders at the district, school, and teacher levels to support implementation of data inquiry and literacy practices

ACTIVITIES

- | | |
|--|--|
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • Establish state steering team and identify key expert technical advisors • Establish district and school leadership teams with routines • Develop and implement a resource and collaboration website • Deliver coordinated professional development (PD) opportunities to develop leadership, data, and literacy skills at the state, district and school levels. This includes: <ul style="list-style-type: none"> » In-person sessions » Web-based sessions » Relationship-based activities including coaching and technical assistance |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • Establish a cohort of regional support coaches to directly support LEAs • Provide coaching support to districts and schools on implementation and assessment of literacy strategies |

OUTPUTS

- | | |
|--|--|
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • The number of resource materials developed by state-level personnel • The number unique visitors accessing SSIP website • The number of visitors who rank website resources as useful or very useful • The number of PD activity reports produced • The percent of participants who agree PD increases their knowledge and skills • The number of district and school-level personnel who use coaching feedback and consultation sessions adjust interventions and strategies |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • The number of districts and schools that create action plans using a structured data inquiry process to identify interventions, implement strategies, and track progress strategies, and track progress |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • The number of regional support coaches in place |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • The number of state, district and school leadership team meetings implemented with fidelity |

OUTCOMES

***SHORT TERM**

STATE-LEVEL

- | | |
|--|--|
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • State personnel develop and support data and literacy-based PD for districts, schools and teachers. |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • Regional support coaches provide effective job-embedded coaching to develop internal district and school literacy coaches. |

DISTRICT-LEVEL

- | | |
|--|---|
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • District personnel effectively use multiple data sources to develop a district plan that supports schools in developing plans, creating tools, and identifying resources to support literacy instruction. |
| <ul style="list-style-type: none"> A B C | <ul style="list-style-type: none"> • District-level coaches effectively use regional support coaching feedback to support teachers in adjusting literacy instruction. |

SCHOOL-LEVEL

A B C

• School administrators and support personnel effectively use multiple data sources to inform professional growth needs, guide teachers in delivering instruction and assessing student progress, develop structures to support interventions, and track outcomes for students.

A B C

• School administrators and coaches provide meaningful feedback to teachers on implementing effective literacy instruction and interventions.

TEACHER-LEVEL

A B C

• Teachers continuously analyze and use multiple data sources to inform literacy instruction, assess on going progress, plan interventions, and track literacy outcomes for students.
• Teachers effectively use literacy strategies grounded in quality text.

STUDENT-LEVEL

A B C

• Students in 3rd–5th grades improve results on formative literacy assessments.

LONG TERM

• Increase ELA proficiency rates (basic and above) on statewide assessments for students with disabilities in 3rd–5th grades, in nine LEAs across the state

**When students are cited this means students with disabilities in 3rd–5th grades.*

WHAT ARE THE LINKS BETWEEN THE EVALUATION AND THE THEORY OF ACTION AND OTHER COMPONENTS OF THE SSIP? FOR EXAMPLE, HAS THE STATE FORMULATED EVALUATION QUESTIONS THAT TEST ITS THEORY OF ACTION SUCH AS A QUESTION FOR EACH ACTIVITY THAT ASKS, “TO WHAT EXTENT DID [AN ACTIVITY] PRODUCE A CHANGE IN [AN OUTCOME]?” AS WELL AS QUESTIONS TO GAUGE PROGRESS IN IMPLEMENTATION OF COHERENT IMPROVEMENT STRATEGIES? FOR EXAMPLE, “TO WHAT EXTENT WERE MILESTONES IN IMPLEMENTATION (NUMBER OF SITES, NUMBER OF IMPLEMENTERS TRAINED TO CRITERION PROFICIENCY ON FIDELITY MEASURES, NUMBER OF COACHES EMPLOYED), REACHED ON SCHEDULE?”

Louisiana believes that the theory of action, logic model, and evaluation plan exist as interconnected components of the SSIP that provide a strategic framework for its implementation. The theory of action developed in Phase I drove the development of the logic model and evaluation plan in Phase II, and defines the work to be completed in Phase III. The theory of action defines three coherent improvement strategies: data-informed decision making, literacy strategies, and continuous leadership development. These three strategies are the objectives that anchor the logic model. Each of these strategies has a series of activities (some independent, some interconnected) with correlated outputs. The logic model activities reflect the “If..” statements in the theory of action. These activities and outputs will drive the short term and ultimately the long term outcomes. Both the short term and the long term outcomes reflect the “Then...” statements in the theory of action. The logic model contains both outcome and process (fidelity) components that will be measured and assessed through the evaluation plan.

To guide planning of the evaluation, LDOE developed a series of evaluation questions that are closely connected to the theory of action and the logic model. The evaluation questions guided components of the evaluation plan, including

- the activities to evaluate (e.g. SSIP activity, level of system),
- the data collection plan (e.g. sources/methodology, schedule), and
- the evaluation of implementation (e.g. scoring criteria, data/score, additional notes).

Table 3.1: Evaluation Questions

Level of Implementation	Evaluation Question
State-level	<ul style="list-style-type: none"> • To what extent did state personnel develop and support data and literacy-based PD for districts, schools and teachers? • To what extent did regional support coaches provide effective job-embedded coaching to develop internal district and school literacy coaches? • To what extent were state-level milestones (establishing State Leadership team, identifying content experts, establishing a regional support coach cohort, securing PD, etc.) reached on schedule? • To what extent was a resource and collaboration website developed and implemented?
District-level	<ul style="list-style-type: none"> • To what extent did SSIP cohort district teams implement the structured data inquiry process? • To what extent did district-level coaches effectively use regional support

	<p>coaching feedback to support teachers in adjusting literacy instruction?</p> <ul style="list-style-type: none"> • To what extent were district-level milestones (establishing District Leadership Teams, completing quarterly meetings, attending required in-person and web-based PD session, etc.) completed on schedule?
School-level	<ul style="list-style-type: none"> • To what extent did the SSIP cohort school teams implement the structured data inquiry process? • To what extent did school administrator (and coaches, if applicable) provide meaningful feedback to teachers on implementation effective literacy instruction and interventions? • To what extent were school-level milestones (establishing School Leadership Teams, completing quarterly meetings, attending required in-person and web-based PD session, etc.) completed on schedule?
Teacher-level	<ul style="list-style-type: none"> • To what extent did teachers continuously analyze and use multiple data sources to inform literacy instruction, assess ongoing progress, plan interventions and track literacy outcomes for students? • To what extent did teachers effectively use literacy strategies grounded in quality text?
Student-level	<ul style="list-style-type: none"> • Did formative literacy assessment results improve for students with disabilities in 3rd – 5th grades? • Did ELA proficiency rates (basic and above) on statewide assessments for students with disabilities in 3rd – 5th grades, in the SSIP cohort, improve?

The intent of the evaluation questions, and the evaluation plan overall, is to gauge whether the coherent improvement strategies—and the activities used to implement them—are implemented with fidelity in such a way as to ultimately result in improved literacy outcomes for students with disabilities in 3rd – 5th grades.

3(B) SPECIFY HOW THE EVALUATION INCLUDES STAKEHOLDERS AND HOW INFORMATION FROM THE EVALUATION WILL BE DISSEMINATED TO STAKEHOLDERS.

IF DIFFERENT STAKEHOLDERS WERE RECRUITED FOR PHASE II'S EVALUATION, HOW WERE THEY RECRUITED AND WHAT ORGANIZATIONS OR GROUPS DO THEY REPRESENT?

In Phase II, LDOE engaged additional stakeholders and made adjustments to the existing makeup of the External Stakeholder Engagement Group to address the changing needs of the SSIP. LDOE implemented an SSIP Leadership Team with representatives from LDOE, SPDG and external technical assistance support from SC3 to steer the development of Phase II and Phase III. To address the evaluation plan, LDOE established an Evaluation Team with representatives from the SSIP Leadership Team, LDOE—including special education policy and data analytics, SPDG—including the evaluation coordinator, and external technical assistance from SC3. In addition, LDOE adjusted the External Stakeholder Engagement Group to include a representative of the initial SSIP cohort and an elementary literacy curriculum representative. These additions added unique, critical perspectives to a group that already included individuals with significant data and program evaluation experience. See Appendix B for a list of External Stakeholder Engagement Group participants.

HOW MIGHT THE STAKEHOLDERS PARTICIPATE IN CREATING THE EVALUATION QUESTIONS TO BE ASKED AND IN JUDGING THE ACCEPTABILITY OF THE STRATEGIES USED AND OUTCOMES ACHIEVED?

The Evaluation Team, which includes the stakeholders listed above, is responsible for creating the evaluation plan, including evaluation questions. This group was selected to include representatives from the External Stakeholder Engagement Group and the SSIP Leadership Team to ensure cross collaboration. The Evaluation Team drafted initial evaluation questions using best practices in the evaluation field, OSEP-supported resource tools, and external TA experts. Since the Evaluation Team includes experts in data analytics, they will provide the initial judgment on the acceptability of the strategies used and outcomes achieved. This strategy grounds the evaluation in sound professional practices and allows for input from individuals directly engaged at different levels of the state system. After the initial development and review by the Evaluation Team, LDOE will layer in additional stakeholder participation. Each component of the evaluation plan is finalized only after LDOE has received and carefully considered stakeholder input.

The External Stakeholder Engagement Group will participate in the development of the evaluation plan and provide feedback on the acceptability of the strategies and outcomes used. During Phase II, the group guided revisions to the theory of action and the development of the logic model, which drove the formation of the evaluation plan, including evaluation questions. For example, the group identified the need to clearly define the Continuous Leadership Development coherent improvement strategy. With a clearer definition, LDOE was able to convey a richer vision for this component of the SSIP, provide a definitive link to the logic model's short and long term outcomes, and refine how the fidelity of implementation would be evaluated.

During Phase III, LDOE will continue to use the collaborative relationship with the External Stakeholder Engagement Group to judge the acceptability of the strategies used and the outcomes achieved. LDOE brings all major SSIP proposals to the External Stakeholder Engagement Group. As Louisiana moves through Phase III, the SSIP shifts focus from exploration and initial implementation to full implementation and evaluation. The External Stakeholder Group will review all aspects of the evaluation plan and recommend adjustments to the SSIP based on the evidence. For example, if the evaluation uncovers growth in student outcomes in one area of literacy, but a lack of growth in another area, the group will conduct a root cause analysis using this information and results from other parts of the evaluation plan. These adjustments will be focused on the acceptability of the strategies used, the outcomes achieved, and other aspects of the evaluation plan that will impact change.

HOW WILL STAKEHOLDERS CONTINUE TO BE INFORMED AND PROVIDED OPPORTUNITIES TO PROVIDE INPUT ON THE EVALUATION PROCESS AND/OR RESULTS?

(See above description of stakeholder involvement.) LDOE is maintaining an External Stakeholder Engagement Group for Phase III that includes members from Phases I and II. Stakeholders for Phase III will include additional members to ensure the breadth of representation of constituency groups. They will meet multiple times a year for the duration of the SSIP. This group will be responsible for providing additional input into the evaluation process and results. As the SSIP moves farther into implementation and an ongoing plan for review of evaluation results is firmly established, the External Stakeholder Engagement Group will be informed of results and asked to provide input on the both the quality of the evaluation and the results. For additional information on the review and feedback structure, please see the above section.

The External Stakeholder Engagement Group includes key stakeholders from across Louisiana who bring a diverse set of perspectives to the SSIP. However, LDOE will continue to inform additional stakeholders and seek additional input. LDOE regularly updates SEAP on the SSIP's progress and seeks their recommendations. LDOE also presents and brings proposals to various groups that represent different special education constituencies. LDOE will continue to seek opportunities for this input, which builds knowledge and capacity for the SSIP, and creates an ongoing feedback loop into the plan.

3(C) SPECIFY THE METHODS THAT THE STATE WILL USE TO COLLECT AND ANALYZE DATA TO EVALUATE IMPLEMENTATION AND OUTCOMES OF THE SSIP AND THE PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS IN THE SIMR.

HOW DOES THE EVALUATION MEASURE STATE INFRASTRUCTURE CHANGES NEEDED TO BETTER ALIGN CURRENT INITIATIVES IDENTIFIED IN THE INFRASTRUCTURE ANALYSIS CONDUCTED IN PHASE I?

In Phase I, LDOE conducted an infrastructure analysis that identified opportunities to align the SSIP with other statewide programs and initiatives. In Phase II, LDOE coordinated with internal LDOE offices and departments, and external State agencies to align the SSIP with these programs and initiatives. These efforts have increased LDOE's capacity to implement the SSIP with fidelity. For example, the Special Education Policy Office, which leads the SSIP work, has partnered with the Academic Content Office to develop and implement literacy-related components of the SSIP. This partnership leverages LDOE's ELA expertise into the development and implementation of evidence-based literacy practices and interventions for students with disabilities in the SSIP cohort. It ensures that efforts to improve literacy outcomes for targeted students with disabilities in grades 3-5 align to larger ELA initiatives, such as ELA Guidebooks. LDOE is embedding the SSIP work into these initiatives to ensure both longer term stability and durability of the evidence-based literacy practices, and to incorporate scale up of successful practices for struggling readers in grades 3-5 across the state.

LDOE has incorporated both implementation and outcome measures in the evaluation plan that will assess the success of these infrastructure changes. The success of this alignment will impact results oriented outcomes for students with disabilities in both the short and long term. This will be evaluated through both formative and summative literacy assessments. The success of the process used will be measured with the evaluation of implementation. LDOE will use a team implementation checklist, fidelity checks, professional learning outcome assessments, and other tools to measure whether the process leads to intended outcomes. This same evaluation process is incorporated into the evaluation plan for all infrastructure changes.

WHAT ARE THE ESTABLISHED CRITERIA FOR SUCCESSFUL IMPLEMENTATION AND WILL IT BE MEASURED (E.G., LEVEL OF PROFICIENCY ON A FIDELITY MEASURE)?

It has become increasingly important to examine both outcomes and implementation fidelity, and to differentiate between implementation failure and program failure. This is particularly important in an educational setting where multiple individuals—teachers, coaches, administrators—implement the intervention. If the evaluation does not consider implementation fidelity, it assumes that all students with disabilities are receiving the same interventions in a controlled setting.⁸ In the real-world classroom environment that is not practical.

⁸ Harachi, T.W., et al (1999). Opening the Black Box: Using Process Evaluation Measures to Assess Implementation and Theory Building. *American Journal of Community Psychology* 27(5), 711-731.

LDOE has established criteria for successful implementation that will be measured through the evaluation plan. Implementation results and outcomes results will be reviewed to identify successful components of the SSIP, and areas that must be adjusted to improve implementation and outcomes for students with disabilities. LDOE, working with SPDG, has identified the following implementation measures

- District Capacity Assessment
- Implementation Fidelity Checklist
- Observation Checklist for High-Quality PD in Education
- PD Practices Profiles
- Planning and Evaluation Tool for Effective School-wide Reading Program (PET-R)
- SPDG Evidence-based PD Components Rubric

Each of these measurement tools has criteria—or LDOE and SPDG will establish criteria—for successful implementation. For example, the SPDG Evidence-based PD Components Rubric has sixteen PD components. Each component is rated on the degree to which the component contains all necessary information related to the PD practices being implemented. There are four rating levels: 1-inadequate description, 2-barely adequate description, 3-good description and 4-exemplar description. To norm ratings, observers are provided with a list of necessary elements for each component, and sample descriptions corresponding to each of the ratings. Another implementation measure, the District Capacity Assessment defines three criteria levels: 0-does not meet criterion, 1-partially meets criterion, and 2-meets criterion. The assessment guide defines these scores, provides scoring parameters, and includes an administration fidelity checklist.

As LDOE transitions from Phase II to Phase III, the agency continues to identify and review potential implementation measures for inclusion in the evaluation plan. Through these efforts, LDOE will be able to identify program successes, but just as importantly, the root causes of implementation failure so that LDOE can quickly and efficiently identify and deploy adjustments.

WHAT IS THE STATE'S SYSTEM FOR COLLECTING IMPLEMENTATION DATA AND DATA APPLICABLE TO THE SIMR THAT YIELDS VALID AND RELIABLE DATA COLLECTED AT REGULAR INTERVALS?

LDOE, working collaboratively with SPDG, has developed a data collection plan that will yield valid and reliable implementation data and data applicable to the SiMR (outcome data) at regular intervals. Using the data collection plan, LDOE will collect both implementation and outcome data. These data will be used to conduct the evaluation.

Outcome measures: LDOE will collect two types of outcome measures, annual statewide assessment results and ongoing formative literacy assessment results.

Implementation measures: LDOE will collect implementation measures at each level of implementation such as

- professional development / work sessions - gain in knowledge and skill assessments, surveys, and activity reports,
- team meetings - implementation checklists, activity reports, and on-going action plans, and
- observations - fidelity checklists and activity reports.

LDOE and SPDG have a shared responsibility for data collection. The two agencies have established processes to share data in order to fulfill respective evaluation requirements. LDOE and SPDG will collect

- outcome data from formative and summative literacy data, including benchmark testing and statewide assessments;
- implementation and outcome data from in-person PD sessions, ongoing PD—online learning modules and professional learning community sessions, and district and school leadership meetings;
- implementation data from teacher observations conducted by district personnel and school administrators; and
- implementation and outcome data from teacher self-assessments.

The annual data collection timeline is outlined below. The number represents the number of times LDOE or SPDG will collect data from all participants. For example, LDOE will collect statewide ELA assessment results once a year in April.

Table 3.2 Annual Data Collection Timeline

Data Collection	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Formative and Summative Literacy Assessments												
Statewide Assessments											1	
Formative Assessments			Ongoing throughout school year									
Professional Development / Work Sessions												
In Person PD DIDM	1	1							1			
In Person PD Literacy	1	1										
Teacher Online Modules			2				2					
PLC Regional Support Contact			1		1				1		1	
District Leadership Team Meetings		1		1			1			1		
School Leadership Team Meetings			2				2					
Observations												
Observation of Teachers (Admin)				1				1				1
Observation						1				1		

of Teachers (District)												
Teacher												
Teacher Self-Assessment			1									1

LDOE has paid careful attention to developing a data collection methodology that will yield valid and reliable results. To ensure results are valid, LDOE is collecting data that measures what it is intended to measure. For the SSIP, this means that data measures the specific outcomes and reflects actual progress made for process and outcome measures. To ensure results are reliable, LDOE is collecting data that are accurate, credible and trustworthy.⁹ For example, to ensure validity of data on implementation of evidence-based literacy practices, LDOE will use both teacher self-assessments and district and administrator observations. If LDOE only relied on self-reported results of the fidelity of implementation, we could be measuring what the teacher knows rather than what they are consistently implementing. By using external observers who will use implementation fidelity checklists, we can ensure valid results. To ensure the data are reliable, we will use a standardized fidelity checklist with clear questions and explicit definitions of terms, and clearly defined expectations for ratings. Further, we will rely on multiple observations and multiple observers to draw conclusions. Data quality safeguards like these are incorporated throughout the data collection and evaluation process to ensure that we can draw sound conclusions on the impact of the SSIP on improving literacy outcomes for students with disabilities in grades 3-5.

IF THE STATE’S EVALUATION PROCESS IS BASED UPON A SAMPLE OF THE TARGET CHILDREN WITH DISABILITIES, HOW WILL THE STATE ENSURE THAT THE SAMPLE IS REPRESENTATIVE OF ALL OF THE CHILDREN AND YOUTH RECEIVING THE EBPS OR COHERENT IMPROVEMENT STRATEGIES?

LDOE’s evaluation process will include the universe of students with disabilities included in the SSIP and measured in the SiMR. Louisiana’s SiMR is to increase in ELA proficiency rates on statewide assessments for students with disabilities in third through fifth grades, in nine LEAs across the state. LDOE will collect evaluation data for all students with disabilities who receive the EBPs / coherent improvement strategies. Since LDOE is not sampling, the evaluation results will represent all of the students receiving the EBPs / coherent improvement strategies.

WHAT COMPARISON(S) WILL BE MADE TO DEMONSTRATE THE EFFECTIVENESS OF THE COHERENT IMPROVEMENT STRATEGIES? FOR EXAMPLE, DID STUDENT RESULTS CHANGE OVER TIME (E.G., PRE-POST) OR DID RESULTS CHANGE WHEN COMPARED TO OTHER GROUPS OF STUDENTS?

LDOE will use student results change over time to demonstrate the effectiveness of the coherent improvement strategies. In Phase I, LDOE established a baseline and targets to measure improvements in literacy outcomes. LDOE targeted increasing ELA results on statewide assessments in nine LEAs, for grades 3-5. The established targets will measure whether student results changed over time in the targeted grade levels. In addition, formative assessments will

⁹ Sagor, R. (2000). *Guiding School Improvement with Action Research* Alexandria, VA: ASCD.

monitor progress of targeted students over the course of the school year, and can be used to monitor progress at the school and district level. The evaluation plan uses this comparison methodology to link the coherent improvement strategies to both implementation (process) and outcomes measures.

3(D) SPECIFY HOW THE STATE WILL USE THE EVALUATION DATA TO EXAMINE THE EFFECTIVENESS OF THE IMPLEMENTATION, ASSESS THE PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS, AND MAKE MODIFICATIONS TO THE SSIP AS NECESSARY.

HOW OFTEN ARE THE DATA REVIEWED? WHO IS PARTICIPATING IN THE REVIEW? HOW ARE CHANGES MADE TO THE IMPLEMENTATION AND IMPROVEMENT STRATEGIES AS A RESULT OF THE DATA REVIEWS?

Adjustments to SSIP implementation should be responsive, fluid, and ongoing. As a result, LDOE has established processes for frequent data reviews at the State, LEA, and school-levels. These reviews will examine the effectiveness of implementation, assess progress toward achieving intended improvement, and make modifications to the SSIP.

Table 3.3 SSIP Leadership Team

Level	Scheduled Frequency
State	Bimonthly
Participants	Role in Making Changes to Implementation
LDOE – Special Education (multiple officials) LDOE – Academic Content-Literacy (as needed) SPDG – Multiple Officials SPDG/LSU – Principal Investigator SC3 – Technical Advisor	Direct: Large-scale systemic changes Provide Evidence / Proposals to: Stakeholder Engagement Group

Table 3.4 Evaluation Team

Level	Scheduled Frequency
State	Quarterly
Participants	Role in Making Changes to Implementation
LDOE – Special Education LDOE – Data Analytics SPDG – Evaluation Coordinator SC3 – Technical Advisors	Provide Evidence / Recommendations to: SSIP Leadership Team Stakeholder Engagement Group

Table 3.5 District Leadership Team

Level	Scheduled Frequency
LEA	Quarterly
Participants	Role in Making Changes to Implementation
Special Education Supervisor Elementary Supervisor Special Education Staff (Elementary) General Education Staff (Elementary) Data/Accountability Staff Parent/Family Initiatives Representative SPDG (Facilitator)	Direct: District-level changes Indirect: School-level changes Provide Evidence to: SSIP Leadership Team Evaluation Team

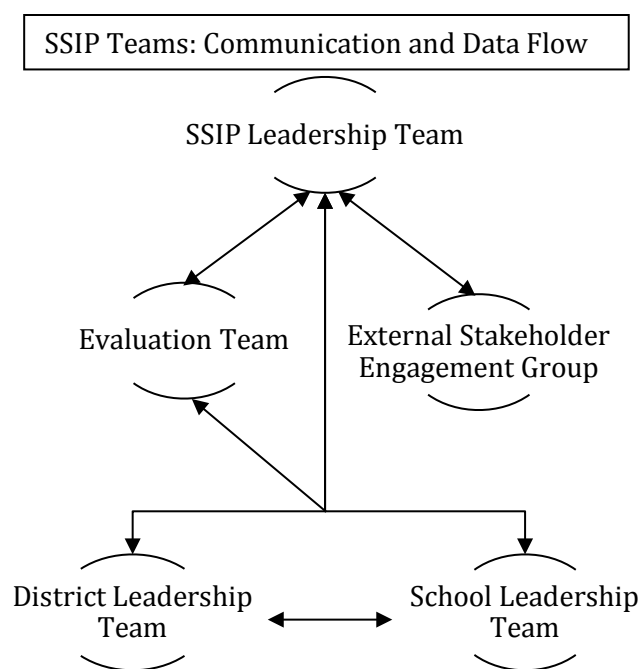
Table 3.6 School Leadership Team

Level	Scheduled Frequency
LEA	Quarterly*
Participants	Role in Making Changes to Implementation
Administrator Special Education Teacher (3rd, 4th, 5th) General Education Teacher (3rd, 4th, 5th) Instructional Coach/Mentor Teacher/Lead Teacher Data/Accountability Staff Parent/Family Initiatives Representative	Direct: School-level changes Provide evidence to: District-level SSIP Leadership Team Evaluation Team

*Twice in the fall semester, twice in the spring semester.

Table 3.7 Stakeholder Engagement Group

Level	Scheduled Frequency
All	Biannually
Participants	Role in Making Changes to Implementation
See Stakeholder Engagement Group List in Appendix B.	Direct: Large-scale programmatic Provide Recommendations to: SSIP Leadership Team / SSIP Coordinator



Each group has clearly defined roles and responsibilities for the collection and analysis of data.

The SSIP Leadership Team aggregates data from the Evaluation Team, District Leadership Team and School Leadership Team. The SSIP Leadership Team uses this information to propose changes. These changes are vetted through the External Stakeholder Engagement Group.

The District Leadership Team and School Leadership Team share information back and forth, and submit data to the Evaluation Team and the SSIP Leadership Team. The SSIP Leadership Team also shares results and additional data with District and School Leadership Teams.

HOW DOES THE STATE EVALUATE THE EFFECTIVENESS OF THE TA AND/OR PD? IF THE TA AND/OR PD ARE DETERMINED TO BE INEFFECTIVE, WHAT IS THE PROCESS FOR MAKING ADJUSTMENTS?

An assessment of the effectiveness of PD and TA is built into the process elements of the logic model and evaluation plan. LDOE is developing fidelity checks, assessments of increased knowledge and skills, and other tools to assess the efficacy of PD and TA. For example, LDOE and SPDG will assess whether the PD increased participants' knowledge and skills related to the targeted coherent improvement strategy immediately after the PD opportunity. In addition, LDOE's data analytics team is incorporating this information into the overall evaluation plan. As a result, Louisiana will have results from both immediate and longer term parts of the evaluation. This allows for quick adjustments as PD is ongoing and longer term "big picture" adjustments as LDES assesses whether PD opportunities achieved desired results in relation to other elements of the SSIP. If a PD / TA strategy is not achieving desired outcomes, LDOE will work with its evaluation team, SSIP Leadership Team and/or External Stakeholder Engagement Group to make adjustments. LDOE will consider variables such as the point in time the need for improvement is identified, the extent of the issue, and the organization responsible for delivery (LDOE, SPDG, external contractor, etc.), the targeted audience, etc. to identify, explore, develop, and deploy adjustments.

WHAT IS THE PROCESS THE STATE WILL USE TO MAKE MODIFICATIONS TO THE SSIP AS NECESSARY?

Louisiana understands even the most sophisticated plan is theoretical before implementation in real world conditions. As the plan is put into action, any number of assumed conditions in the current education landscape may change; staff changes can occur at the state, LEA and school levels, students will be promoted, curricula may change, etc. A static plan will not result in significant positive literacy improvements for students with disabilities in grades 3-5. As a result, LDOE is incorporating opportunities for quick, responsive changes and longer term "big picture" changes to the SSIP throughout Phase III.

To make the quick, responsive changes the SSIP Leadership Team, or members within that team, will assess evaluation outcomes—both process outcomes like PD opportunities and academic outcomes like formative assessment results—to determine if they achieved desired results and /or met defined goals. The SSIP Leadership Team will use the information along with anecdotal feedback from participants at the district and school-levels, coaches / regional support contacts, and knowledge gleaned through ongoing communications to devise and deploy the quick, responsive adjustments.

To make longer term "big picture" changes, LDOE will continue to use established procedures, and add additional checks to incorporate results from the evaluation plans. During Phase II, LDOE developed proposed changes in collaboration with SPDG through the SSIP Leadership Team. These changes were then brought to the External Stakeholder Engagement Group for additional guidance and feedback. LDOE will continue to employ this successful model and embed expert advice from the Evaluation Team to make more systemic change to the SSIP. These changes may also be presented to SEAP and / or other stakeholder and community groups for additional feedback. Any systemic changes will be documented in annual SSIP reporting.

ADDITIONAL SUPPORT

DESCRIBE THE SUPPORT THE STATE NEEDS TO DEVELOP AND IMPLEMENT AN EFFECTIVE SSIP. AREAS TO CONSIDER INCLUDE: INFRASTRUCTURE DEVELOPMENT; SUPPORT FOR LEA IMPLEMENTATION OF EBPS; EVALUATION; AND STAKEHOLDER INVOLVEMENT IN PHASE II.

HOW CAN OSEP AND/OR TA PROVIDERS ASSIST THE STATE WITH ADDRESSING BARRIERS TO IMPROVING RESULTS FOR CHILDREN AND YOUTH WITH DISABILITIES?

LDOE has accessed TA throughout SSIP development in Phase I and Phase II to leverage expertise in infrastructure analysis, program evaluation, coaching structure, literacy strategies evidence-based practices, etc. LDOE will continue to seek out TA from the NCSI and SC3, which have provided expert assistance to LDOE in these areas.

OSEP can assist LDOE by

- providing adequate funding to these centers to continue their assistance programs including learning collaboratives and targeted assistance, and
- providing additional tools and resources for evaluation planning.

These resources will help LDOE address barriers to improving literacy results for students with disabilities in grades 3-5.

WHAT ASSISTANCE DOES THE STATE NEED IN ORDER TO APPLY RESEARCH AND UTILIZE EBPS RELATED TO EFFECTIVE IMPLEMENTATION (INCLUDING TA AND PD), SYSTEMS CHANGE, AND SCHOOL REFORM?

Please see the above section.

APPENDIX A: RESEARCH AND EVIDENCE TO SUPPORT SELECTION OF EBPS

Data-informed Decision Making. This coherent improvement strategy will be implemented using the TAP-IT process from Johns Hopkins University Center for Technology in Education. Below is a list of evidence-based research and literature used to support TAP-IT as an EBP.

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[practice/Documents/Buried-Treasure-Developing-a-Management-Guide.pdf](http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Buried-Treasure-Developing-a-Management-Guide.pdf)

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Evidence-based Literacy Practices. The coherent improvement strategy of evidence-based literacy practices will be implemented using seven EBP areas: 1) phonemic awareness, 2) alphabetic principle, 3) automaticity, 4) vocabulary development 5) comprehension, 6) spelling and 7) writing. These EBP areas have been proven to positively impact students with persistent reading difficulties, including students with disabilities. LDOE considered the evidence documented in the sources below to select these EBPs. LDOE and SPDG are also working with national literacy experts to ensure that strategies are grounded in evidence.

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APPENDIX B – TEAM COMPOSITION

LDOE has established a number of teams and groups to execute, provide feedback, and make recommendations on various components of the SSIP. Below is a comprehensive list of these teams and groups, including membership and representing organization.

SSIP LEADERSHIP TEAM

Representative	Organization
Wendy Allen	Louisiana State Personnel Development Grant
Monica Ballay	Louisiana State Personnel Development Grant
Kala Burrell-Craft	Louisiana State Personnel Development Grant
R. Kenton Denny	Louisiana State University
Debra Dixon	Louisiana Department of Education
Nancy Hicks	Louisiana Department of Education
Jane Nell Luster	South Central Comprehensive Center
Nanette Olivier	Louisiana Department of Education
Kristi-Jo Preston	Louisiana Department of Education
Summer Whitmore	Louisiana State Personnel Development Grant
Pamdora Williams	Louisiana State Personnel Development Grant
Jamie Wong	Louisiana Department of Education

EVALUATION TEAM

Representative	Organization
Monica Ballay	Louisiana State Personnel Development Grant
Laura Boudreaux	Louisiana Department of Education
Kristi-Jo Preston	Louisiana Department of Education
Jane Nell Luster	South Central Comprehensive Center

*Supported with continuing TA from the South Central Comprehensive Center.

SSIP EXTERNAL STAKEHOLDER ENGAGEMENT GROUP

Representative	Organization
Monica Ballay	Louisiana State Personnel Development Grant
Andrea Bond	Charter School - Collegiate Academy
Brenda Cosse	Developmental Disabilities Council / Parent
Alan Coulter	LSU Human Development Center
Debra Dixon	Louisiana Department of Education
Nancy Hicks	Louisiana Department of Education
Anna Lincoln	Plaquemines Parish Schools
Jane Nell Luster	South Central Comprehensive Center
Ashley McReyonlds	Parent
Paul Mooney	LSU Special Education Department / SEAP
Nanette Olivier	Louisiana Department of Education
Carla Parrie	Sabine Parish Schools
Kristi-Jo Preston	Louisiana Department of Education
Susan Vaughn	Ascension Parish Schools / SEAP
Summer Whitmore	Louisiana State Personnel Development Grant
Jamie Wong	Louisiana Department of Education

LDOE LITERACY SPECIALIST GROUP

Representative	LDOE Division / Office
Nanette Olivier	Special Education Policy
Kristi-Jo Preston	Special Education Policy
Jill Slack	Academic Content
Whitney Whealdon	Academic Content
Jamie Wong	Special Education Policy

SPECIAL EDUCATION ADVISORY PANEL

Panel Member	Panel Role
Patsy White	Panel Chair
Andrea Bond	Representative of a public charter school
Reginald Browhow	Parent
Bonnie Buckelew	Special Education Supervisor / Parent
Toni Buxton	Representative from the state child welfare agency responsible for foster care (DCFS)
Laura Nata	Parent
Lynette Fontenot	Individual with disability
Kimberlee Gazzolo	Representative of a private school
Libby Muphy	Representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
Mark Martin	Representative of a state agency involved in financing or delivery of services to children with disabilities
Paul Mooney	Representative of an institution of higher education that prepares special education and related services personnel
Rana Ottallah	Parent
Melvin Porter	Parent
Trenisha Stanislaas	Representative from the Office of Juvenile Justice
Amanda Trahan	Teacher / Parent
April Taylor	Teacher
Susan Vaughn	Special Education Supervisor
Pittre Walker	An official who carries out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act and a parent of a child with a disability
Jamie Wong	LDOE Staff Coordinator