

Department of
Education

State Systemic Improvement Plan

Phase III – 3

Tennessee Department of Education | April 2019



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Summary of Phase III – 3 (Spring 2018 – Spring 2019)

For the Phase III – 3 report, information captured reflects the final months of work done with the initial State Systemic Improvement Plan (SSIP) cohort (for simplification purposes, this cohort will be referred to as the SSIP 1.0 districts) and the work done with the second cohort of participating districts (will be referred to as SSIP 2.0 districts). The SSIP 1.0 districts received support from department staff relative to the second coherent improvement strategy of ensuring special education is the most intensive intervention in a continuum of service model throughout the 2017-18 school year, with data about progress toward the various goals and desired outputs/outcomes captured in the summer of 2018. The SSIP 2.0 districts began implementation of SSIP activities in the 2018-19 school year, with focus on the first coherent improvement strategy of access to core instruction for students with disabilities (SWDs). For clarification purposes, Tennessee considers spring 2018 through spring of 2019 to comprise the SSIP Phase III – 3 reporting period.

Infrastructure Changes

During the Phase III – 3 reporting period, a new governor was elected for the state of Tennessee, and a new commissioner of education was appointed. This new commissioner, Dr. Penny Schwinn, began her tenure in February 2019. As with all largescale administration changes, infrastructure changes to the agency are certainly possible, which could impact the special populations and student support team that leads the SSIP work. However, as of March 2019, no structural changes to the department had taken place. Beyond the change in administration, no notable infrastructure alterations have taken place that would impact the SSIP during Phase III – 3.

Implementation Activities

Spring 2018 – Strategy Two: Special Education in a Continuum of Service

At the conclusion of the 2017-18 school year, district facilitators in the 28 SSIP 1.0 districts completed three workshops on the second improvement strategy: ensuring special education is the most intensive intervention in a continuum of service model. In Tennessee, the continuum of service model is Response to Instruction and Intervention (RTI²). The essential evidence-based practices (EBPs) for this second strategy included data-based decision-making informed by assessments and evaluations of student performance, and a multi-sensory approach to learning focused on instructional practices that improve student outcomes. Of paramount importance in the implementation of this strategy was highlighting the interplay between both data-based decision-making and the multi-sensory approach for learning. Utilizing data effectively helps identify whether instructional practices are having the desired impact and what pieces of instruction should be adjusted/modified should anticipated results not be yielded.

2018-19 School Year – Strategy One: Access to Core Instruction

The SSIP activities were expanded to a new group of school districts in the 2018-19 school year. Expansion is something that stakeholders noted as a priority throughout solicitations of feedback, and the department has recognized this as a priority throughout implementation. Certainly, successful activities and strategies should be broadened to all classrooms across the state to best support SWDs. Through a competitive application process completed in the spring of 2018, 20 districts were selected to begin participating in SSIP activities. During the 2018-19 school year, the SSIP 2.0 districts began implementation of the first coherent improvement strategy of improving access to core instruction for SWDs. As of March 2019, districts in this new cohort have completed fall and winter workshops and are beginning to hold the final trainings on this strategy.

2018-19 School Year – Strategy Three: Addressing Skill Deficits

A great deal of work relative to the third improvement strategy of addressing student's skill deficits through the writing of instructionally appropriate individualized education programs (IAIEPs) was embedded into the second improvement strategy, RTI². In particular for IAIEPs, the department had districts focus on the writing of effective narratives, present levels of performance, and goals that truly support students in their areas of need. File reviews were completed in the summer/fall of 2018 to assess improvement in the quality of individualized education programs (IEPs) in the SSIP 1.0 districts and to capture baseline data for the SSIP 2.0 districts.

Evaluation Activities and Data

Spring 2018 – Strategy Two: Special Education in a Continuum of Service

For SSIP 1.0 districts, the department analyzed training participant responses, classroom observations, and universal screening data to evaluate the impact of strategy two. There was a great deal of teacher and supervisor participation in the work across the 28 districts, with overwhelmingly positive feedback yielded from these district staff. In addition to survey responses from participants, classroom observations were conducted to evaluate fidelity of implementation of the interventions and EBPs included in strategy two. Over the course of the 2017-18 school year, 72 teachers received two observations, three to six months apart, using a differentiation inventory. Encouragingly, 98.6 percent of the 72 observed educators received scores in the top three quartiles of scores upon their second observation, which can be regarded as having met fidelity requirements.

“This [training] was fabulous! The amount of preparation is evident and I think that shows us the importance of this work!”

To evaluate whether the EBPs of strategy two truly changed student outcomes, the department pulled universal screener data for a sampling of students within the SSIP 1.0 districts. Of the 104 students selected for review, 102 were identified with an SLD, and all were educated by teachers who received

all requisite training for this strategy. Universal screening data was pulled for the fall of 2017 and the spring of 2018 to measure progress, and 59.62 percent of the students sampled showed an increase in their universal screener score from the start of the 2017-18 school year to the end of the year.

2018-19 School Year – Strategy One: Access to Core Instruction

The SSIP 2.0 districts began implementation of the first strategy during the 2018-19 school year. As of March 2019, most districts were conducting or preparing to conduct their spring workshops on this strategy. Data on fall and winter workshops have been aggregated, with largely positive responses being received from training participants. In addition to survey data, some preliminary classroom observation data is also available. To date, 171 teachers received two observations using the differentiation inventory between three to six months apart. For these 171 educators, 43.9 percent of increased to a higher quartile in the second observation, and 70.2 percent of educators observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.

2018-19 School Year – Strategy Three: Addressing Skill Deficits

The SSIP 1.0 districts also received training, guidance, and support from state staff regarding the third improvement strategy during the 2017-18 school year. To evaluate the impact that such support relative to the writing of instructionally appropriate IEPs (IAIEPs) might have on districts, the department conducted baseline file reviews in the summer/fall of 2017 and comparison reviews in the summer/fall of 2018. There was an average increase of 7.17 percent in the percentage of student records being considered meeting or exceeding expectations in each of the reviewed areas.

Baseline data for strategy three were collected for the SSIP 2.0 districts in the 2018-19 school year. Across the eight IEP content areas for the files sampled, there was an average score of 64.91 percent of records meeting or exceeding expectations. The highest scores were assigned for testing accommodations, accommodations and modifications, and services. A second round of files will be sampled in the 2019-20 school year to assess progress.

State-identified Measurable Result (SiMR)

In Phase I, Tennessee identified a SiMR of **increasing by three percent annually the percent of students with a specific learning disability (SLD) in grades 3–8 scoring at or above basic on the statewide English/language arts (ELA) assessment**. Evaluation activities were developed by the department to track progress toward and achievement of this ambitious but achievable goal. Progress toward the SiMR was captured for SSIP 1.0 districts in the 2017-18 school year. In assessments conducted in the 2016-17 school year, 36.31 percent of students with an SLD in grades 3-8 scored at or above *Approaching* on the statewide ELA assessment. For the 2017-18 school year, 36.51 percent of students with an SLD in grades 3-8 scored at or above *Approaching* on the statewide ELA assessment.

This was an increase of 0.2 percent, and thus the target of a three percent increase was not met. However, the data are moving in a positive direction.

The 2017-18 assessment results, compiled in the fall of 2018-19, will be baseline SiMR data for the SSIP 2.0 districts. While the state does not anticipate seeing the desired improvements in assessment data until both years of the SSIP strategies have been implemented, the department will evaluate the assessment data for the 2.0 districts again in the 2018-19 school year. In assessments conducted in the 2017-18 school year, 39.75 percent of students with an SLD in grades 3-8 scored at or above *Approaching* on the statewide ELA assessment. This will be the baseline for SSIP 2.0 districts, and these districts will have the same target of increasing the percentage scoring at or above *Approaching* by three percent annually.

Changes to Plan

For the first time during the implementation of the SSIP in Tennessee, no changes to the plan, other than some slight content adjustments to strategy two, took place during Phase III – 3.



Implementation

In Phase I¹ and Phase II² of the SSIP, the state developed a SiMR—**increasing by three percent annually the percent of students with an SLD in grades 3–8 scoring at or above basic on the statewide ELA assessment**—and three coherent improvement strategies to help achieve this goal. While some timelines and content have shifted throughout the implementation of the SSIP over the last three years, the overarching broad theory of action has remained the same (see Figure 1.1).

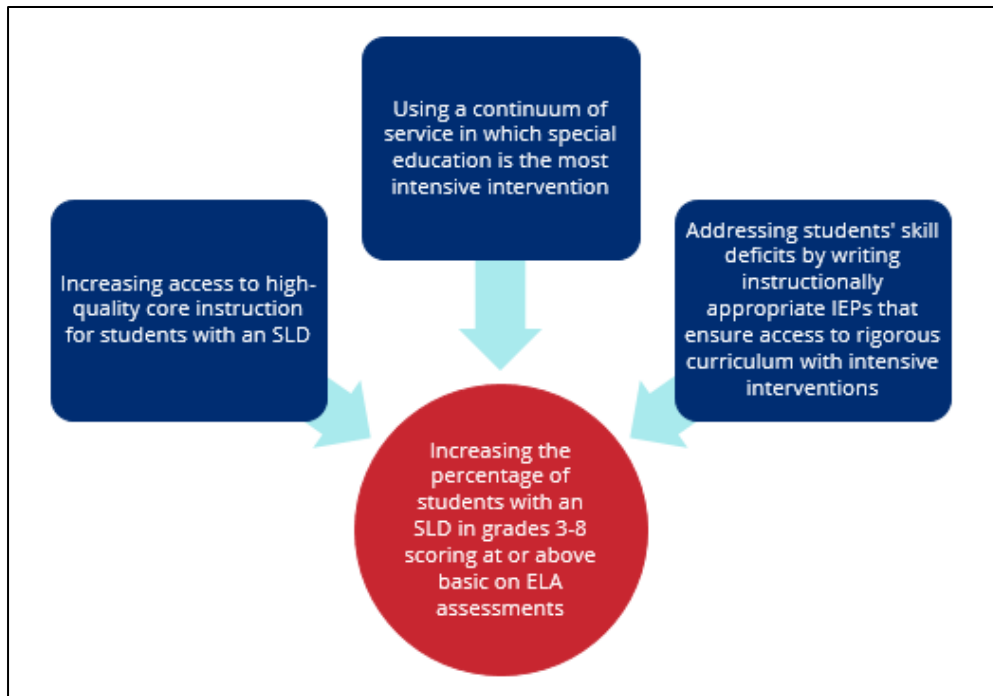


Figure 1.1. The broad theory of action from Phase I.

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

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

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

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

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



Changes to Implementation Timeline

The SSIP timeline was last updated in the 2017-18 school year (see Appendix section "[Revised Detailed Implementation Plan](#)" on page 50), and this same timeline has remained intact for activities in the 2018-19 school year and is anticipated to remain in effect moving forward.



Implementation Activities

For Phase III – 3, implementation activities have been primarily focused on the deployment of strategy one. Strategy three is employed as well, but is in many ways embedded in the second strategy to ensure that improvement in intervention correlates to improved evaluation of students' performance and development of effective, measurable goals. For SSIP 2.0 districts, 2019-20 will be the school year in which both strategies two and three will be implemented more in depth. To date, the expected timelines for implementation activities have been met.

Department Infrastructure Improvements

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

work, and allows districts to understand the connection of this work to other general and special education initiatives.

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

Implementation of Strategy One: Access to Core Instruction

Based on feedback, data results, and overall lessons learned from the first round of implementation of SSIP activities in the 2016-17 school year (with SSIP 1.0 districts), the content for this strategy was revamped in the spring of 2018. Revisions included the addition of the EBP of environment and an increased focus on accommodations and modifications as they relate to the EBP of differentiation of instruction. The modified strategy and supplemental materials were utilized for training SSIP 2.0 districts in the 2018-19 school year and were also disseminated to 1.0 districts for scaling up efforts.

In the summer of 2018, a train-the-trainer event was hosted in Franklin, Tennessee. Participating SSIP 2.0 districts selected a district facilitator and co-facilitator (a supervisor) who attended the week-long session to receive training and modeling on the professional development content created for this first strategy. These training sessions were extremely interactive, with participants given the opportunity to practice and glean feedback on their presentation of the activities and practices developed. Attendees were equipped with all needed materials (binders, handouts, slides, notes, guidance documents, tactile activities, and facilitation guides) to take back to their schools, where district facilitators would lead workshops for educators in participating schools.

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

³ See Appendix for "[Flow of Supports](#)" chart (page 51).

Evidence-Based Practice: Environment

For a student to truly have access to core instruction, there must be a positive environment established to effectively support students and research contends that both emotional support⁴ and classroom climate⁵ – which the department groups under the umbrella of “environment” – have the capacity to yield improved student outcomes. Figure 1.2 provides a visual of how the department envisions the interplay of environment and the other EBPs for this coherent improvement strategy of access to core instruction.

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

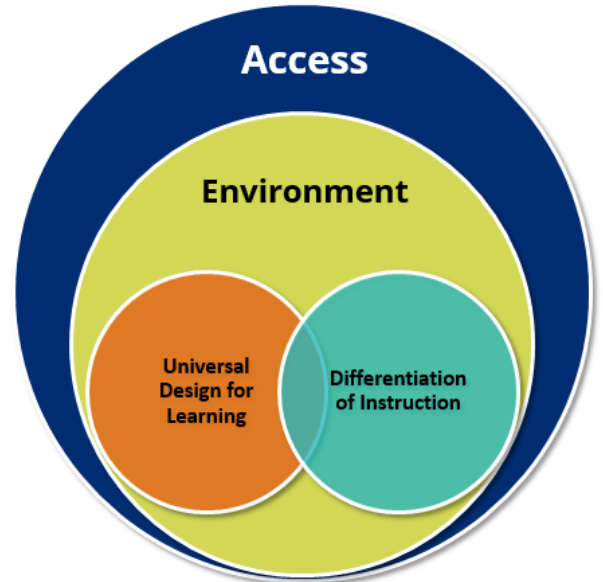


Figure 1.2. The three EBPs that address the coherent improvement strategy of access to core instruction.

Evidence-Based Practice: Universal Design for Learning

Universal design for learning (UDL) was one of the initial EBPs employed to address this first improvement strategy. Work with this EBP has continued, in conjunction with additional training on the EBP of environment, as a positive environment is essential for UDL strategies to be successful. Guidance on this work has and will continue being deployed through three district facilitator-led workshops taking place in the fall, winter, and spring of the 2018-19 school year. Trainings around this EPB have focused on ensuring students have the appropriate scaffolds and infrastructure in place to succeed in the classroom. UDL centers on the principles of effective learning: engagement, representation, and expression. When learning environments are universally designed, “fairness” is defined as “every student getting what he/she needs”, rather than “every student gets the same.”

Evidence-Based Practice: Differentiation of Instruction

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

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

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

participants the trainings in the 2017-18 school year relative to this EBP, the department developed additional content to better address the overarching goal of this first coherent improvement strategy.

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

Implementation of Strategy Two: Special Education in Continuum of Service

Through development and deployment of the trainings and content relative to this second strategy, the department reconceived the original graphic for this strategy outlined in Phase III – 1 to develop one better outlining what this strategy represents. Figure 1.3 reflects the revisions to this second strategy that took place Phase III – 2, in which special education remains the most intensive intervention in the continuum of service model.

In the spring of 2018, the final workshops hosted by facilitators in participating districts concluded. The spring workshops focused on data-based decision making and generalization of skills to Tier 1. Educators built knowledge and skills to assess and interpret the story behind students' progress monitoring data, and explored common barriers to generalization of new skills learned in intervention back to the general education classroom.

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

These EBPs have been grouped together, as they are innately intertwined. As shared in Phase III – 2, both inform one another, as do their sub-practices (instruction for a multi-sensory approach and assessment for data-based decision-making). The materials developed for strategy two were focused heavily on utilizing a multi-sensory approach to educate and support SWDs, partially informed by the research findings of Orton-Gillingham and Lindamood-Bell.

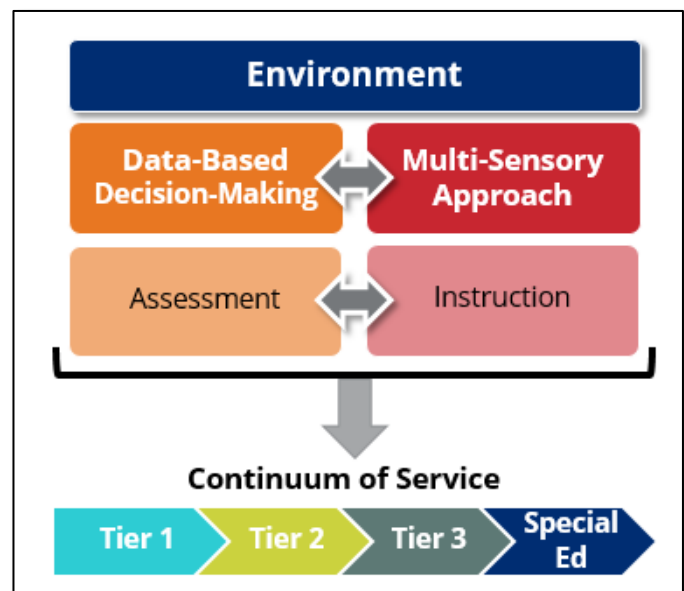


Figure 1.3. The revised EBPs developed in Phase III – 1 that address the coherent improvement strategy of providing special education interventions in a continuum of service.

In February 2018, the executive director of special populations held a two-day train-the-trainer session at the department's statewide Partners in Education (PIE) conference for SSIP 1.0 district facilitators and supervisors. This session was organized in response to the content depth of this strand as well as feedback from facilitators about the need to learn or refresh this content closer to the spring when it would be redelivered. In this session, attendees received training on the delivery of spring sessions for which they would be responsible in their respective districts. Throughout spring 2018, these district facilitators led trainings on data-based decision-making, helping educators in participating schools unpack their data and determine whether the strategies implemented during the 2017-18 school year were having the desired impact on student outcomes.

Evidence-Based Practices: Response to Instruction and Intervention

The department is continuing to provide trainings to districts regarding implementation of the statewide model – RTI² – to ensure effective implementation of the continuum. Districts complete surveys annually to assess their own continuum of service models in their districts or schools and identify areas of concern. In February 2018, the department released initial findings and a great deal of research about RTI² and its impact on education in the state.

Over the 2017-18 and 2018-19 school years, several members from the division of populations have assisted with revisions being made to the RTI² model, particularly revisions to Tier II and Tier III. Based on feedback from the field, as well as research on best practices, updates were made to the more intensive tiers of support in the RTI² framework. Requirements for data points or evaluative measures were made less prescriptive so practitioners can make informed decisions that are appropriate for the students they are evaluating, rather than being so focused on compliance with the framework.

Implementation of Strategy Three: Addressing Skill Deficits

In many ways this strategy has been imbedded in the scope of work for strategies one and two, with some revisions to district trainings. Much of the work done in strategy two's implementation over the 2017-18 school year incorporated core values of this third strategy – namely development of appropriate present levels of performance to inform measurable annual goals, which point toward student specific progress monitoring. The train-the-trainer events and facilitator-led workshops have served as effective venues to support this strategy and its chief EBP of writing IAIEPs.

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

As noted in previous SSIP reports, this EBP has been implemented in several waves over the last several years. To assess the quality of the IEPs being developed, the department conducted a robust review of sampled IEPs from each of the participating SSIP 1.0 districts in the summer/fall of 2017. In the summer/fall of 2018, the department completed follow-up sampling of IEPs in the SSIP 1.0 districts and pulled baseline sampling of IEPs in the SSIP 2.0 districts.

The random selection of IEPs for SSIP 1.0 districts in 2018 was done to measure progress in the development of IAIEPs subsequent to trainings received by these districts over the last two school years. For this follow-up review, two percent of the students (or a minimum of three students) with an SLD had IEPs sampled (275 student records). In addition to the file reviews for the SSIP 1.0 districts, a random sampling of student files was pulled for the SSIP 2.0 districts as well. For this baseline review of the SSIP 2.0 districts, three percent of the students (or a minimum of three students) with an SLD had IEPs sampled (269 student records).



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

Members of the instructional programming team, targeted support team, and the SPDG interventionists conducted reviews utilizing a defined rubric⁶ that has been augmented and become more thorough over various iterations since Phase II. This rubric continues to measure the quality of IEPs for specific sections of the document, and the review allowed the department to identify concerning trends in writing IEPs, particularly regarding both the data collection and writing of present levels of performance and measurable annual goals. To address these prominently weak areas of the IEPs sampled throughout the SSIP 1.0 districts, these sections of the IEP became a major focus of the work done in strategy two in the 2017-18 school year and will also be prioritized in the 2018-19 school year as well (see aforementioned information).



Outputs

Over three years of implementing SSIP activities in Tennessee, a great deal of progress has been made toward the different steps and activities outlined in the detailed theory of action.⁷ In this theory of action, phases of “promote,” “provide,” “produce,” and “assess” are outlined, delineating the pieces necessary to achieve the SiMR (the “achieve” phase in the theory of action). These phases each were carefully planned to develop outputs, such as training materials, professional development sessions, and frameworks/content to address the three coherent improvement strategies. The beliefs promoted, trainings provided, and content produced for SSIP 1.0 districts will

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

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

also be employed, with the modifications enumerated in the [“Implementation Activities”](#) section, for the SSIP 2.0 districts.

In the 2018-19 school year, the department began the promotion of the first coherent improvement strategy for SSIP 2.0 districts, addressing access to core instruction for SWDs, and specifically for students with an SLD. To promote this work, the department has provided staff within the participating districts and their schools trainings that will assist with truly developing an effective model by which students with an SLD can meaningfully access core instruction.

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



Stakeholder Involvement in Implementation of the SSIP

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

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

Communication on Implementation

Information has been shared publicly through a variety of modes. Written communications and briefs have been posted to state websites and communicated through various internal and external newsletters. In addition, partners in the work like the Tennessee Support and Training for Exceptional Parents (STEP) organization have made content of the plan available to families and provided resources about the progress implementing the work over the last three years. The department has also presented at regional and statewide conferences targeted at educators and district administrators. These presentations have afforded the opportunity for department staff to respond to

questions and solicit feedback. For parties unable to attend these conferences, such as parents or advocacy groups, the department has maintained connections through written communications and in-person meetings, like the Advisory Council, which is open to the public.

Partners in Education (PIE) Conference

In February 2018, the executive director of special populations presented two highly interactive conference sessions to a wide-range of stakeholders including general educators, special educators, and administrators. One session, aligned with strategy one, focused on building awareness of the impact of teacher behavior and communication on student learning and outcomes, understanding that student safety and belonging impact learning. The second session, aligned with strategy two, focused on the importance of data-based intervention individualization. The session's aim was to help participants understand the process for moving away from only having mounds of information to having information that leads to insightful action.

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

In April 2018, the executive director of special populations and the executive director of data services led a summit with members of the Advisory Council to engage in meaningful conversations about the work completed thus far as well as the impending implementation slated to begin in Phase III – 3 (2018-19 school year). During the summit, the department staff walked through a piece of the training for the second coherent improvement strategy of ensuring special education is the most intensive intervention. The executive director of special populations modeled some of the work and content provided to the participating cohort of districts and had members of the Advisory Council engage in some of the training activities.

In addition to providing Advisory Council members with the hands-on training experience used for educators in participating districts, the department also provided members of the Advisory Council with guiding questions focused on the content of the training/strategy discussed. Three overarching questions were developed to address the key components of this second strategy, including the EBPs of environment (subcategories of mindset and motivation were specifically teased out), UDL, and differentiation of instruction. The questions used to elicit feedback from Advisory Council members were:

- For what school audience would the content shared be useful?
- Could you envision similar activities employed in the classroom? If so, how and what activities?
- Why is this information valuable with respect to SWDs?

The department also shared information about the data gathered and evaluated, relative to this second improvement strategy. Having the fresh eyes of stakeholders reviewing these data helped

department staff see additional connections and identified areas where further investigation or review might be necessary. Questions specific to data analysis and opportunities for feedback were:

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

For the full list of feedback received from the Advisory Council members, see Appendix for "[State Systemic Improvement Plan \(SSIP\) Summit](#)" on page 52.

Early Literacy Council

The executive director of special populations and the director of response to instruction and intervention shared information about the trainings, data gathered, and next steps relative to the first improvement strategy this winter. Council members were given the opportunity to provide feedback and ask questions for clarification.

Teacher's Advisory Council

Last spring, the executive director of special populations conducted a condensed version of the training for strategy one, access to high quality core instruction. Council members were given the opportunity to interact with several of the activities, provide feedback about the training and activities, and ask questions for clarification.

Written Communication

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

Stakeholder Decision-Making on Implementation of the SSIP

Success of the SSIP is contingent upon not just the communication methods outlined in the above "[Communication on Implementation](#)" section, but also on the availability of feedback loops. At presentations, such as those for the teacher advisory council and the early literacy council, feedback

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

was provided verbally from attendees/participants and recorded for reference. In addition, the department has maintained comments and feedback from both the attendees of trainings on SSIP activities and the district facilitators who may see challenges or opportunities for improvement relative to the content.

The most detailed stakeholder feedback has been solicited throughout the implementation of the SSIP from the Advisory Council. This council represents an excellent cross-section of stakeholders who can offer input from varied perspectives. To more meaningfully share information with the Advisory Council and elicit feedback on the progress of implementation of strategies and assess the progress evidenced by data collected, the department has hosted an April SSIP summit with the Advisory Council.

The 2017-18 school year's SSIP summit with the Advisory Council was held in April 2018 and guiding questions⁹ were used to drive conversations with members about the revisions to and implementation of the second coherent improvement strategy. Outlined below are high-level summaries of the information gleaned from Advisory Council members as the executive director of special populations walked through the three EBPs for this second strategy.

- **Evidence-Based Practice One: Environment (*Disaggregated by Mindset and Motivation*)**
Both mindset and motivation are essential to foster positive educational environments that allow students to effectively access instruction. Using the same three questions shared on page 16 for both these parts of environment, Advisory Council members felt that training shared by the department relative to mindset would be essential to all school personnel, particularly administrators and teachers. In addition, members asserted that the activities shared in the summit would be beneficial to employ in all classrooms, and that professional development like that shared with the stakeholders would be the best way to ensure effective implementation of the work in other settings. It was routinely noted in the feedback from the Advisory Council that the information provided through the content of this second strategy was important with respect to SWDs, as the focus was positive and looked at ability, not disability. Developing a mindset that any student can be successful fosters a positive environment within a classroom, school, and district.

Much of the responses relative to the second prong of the EBP of environment – motivation – were like those explicated by Advisory Council members when discussing mindset. Again, the school district audience identified as essential to receive the trainings included administrators and teachers. In a great deal of feedback, parents were also noted as parties for whom such

⁹ See Appendix for "[State Systemic Improvement Plan \(SSIP\) Summit](#)" (page 52).

information would be relevant. Advisory Council members once again noted that the activities related to this strategy and this EBP could be translated to every classroom, and the activities would be relevant to a broad swath of students and educators. As with mindset, the group felt that this information regarding environment was essential for SWDs, because environment frames the entire educational experience for all students. If educators do not allow students to “give up” or assume they are not capable of success, a positive classroom can be established in which all students can be expected to learn and succeed.

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

Conversations about the elements of UDL employed in the second strategy were particularly fruitful. Council members shared that the content would be extremely beneficial for all staff within schools and districts, and would also be important to communicate more broadly with stakeholders who might not truly understand what UDL is. Based on the activities shared with the Advisory Council relative to this EBP, members felt the content could be delivered in many classrooms, through activities such as role-playing, environmental assessments, connecting the content to multiple mediums – film, art, music. Finally, Advisory Council members noted that information for this EBP was particularly salient for SWDs, as this practice promotes inclusive practices and sets a tone that all students are unique and require individualized supports.

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

With the EBPs of environment and UDL established, there was a natural progression to conversations about the EBP of differentiation of instruction. Advisory Council members utilized the modeled training content at the meeting to determine what audience at the school level would be most appropriate to hear the information. Almost all respondents on the Advisory Council stated that the content would be appropriate and relevant to all staff in school systems, particularly both special education *and* regular education teachers. Advisory Council members felt that the activities employed in trainings on this EBP would be beneficial to all students, ensuring that students are challenged as needed, supported as needed, and have the appropriate resources that address their needs.

As in April 2018, the executive director of data services and the executive director of special populations will lead a new SSIP summit at the Advisory Council meeting in April 2019. During this session, the executive director of special populations will provide examples of the activities developed for the strategy one trainings held in the SSIP 2.0 districts. During this session, the executive director of data services will also share SSIP evaluation data on the three strategies implemented for SSIP 1.0 districts and incipient data being collated for the SSIP 2.0 districts. Advisory Council members and other advocates and stakeholders in attendance at this meeting will provide feedback by responding to

a series of questions and participation in round-table conversations. The summit will be filmed and made available on the department's website for public viewing.¹⁰ Results of this meeting will be compiled and shared in the spring/summer biannual SSIP update.

¹⁰ The Advisory Council for the Education of Students with Disabilities website can be found [here](#).



Data on Implementation and Outcomes

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

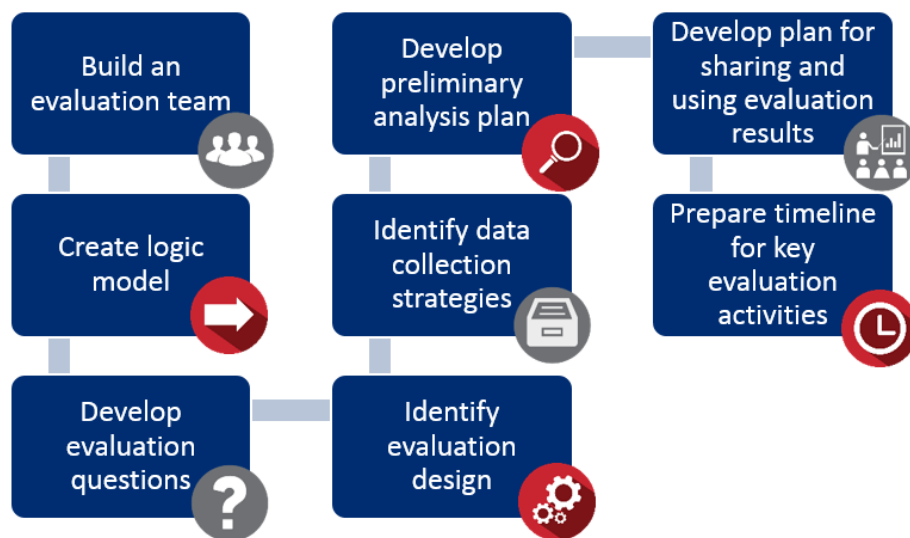


Figure 2.1. The steps completed to develop the evaluation process for the SSIP.



Measuring Effectiveness

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

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

- Analytical procedures that will assess progress toward goals are selected.

Alignment with the theory of action relative to implementation and outcomes data has continued as anticipated through Phase III – 3.

Baseline Data

The outcomes evaluation questions and their specified measures, as well as the SiMR, all have traditional baselines upon which to assess improvement. This is not the case for all the process evaluation questions, as seen in the, questions 1, 1.a, 6, 6.a, and 11, which report counts and/or are compliance-based rather yielding data upon which to meaningfully measure change. The remaining process evaluation questions have more traditional baselines available to measure short-term outcomes, intermediate outcomes, and growth. These baselines will serve as reference points by which to evaluate success of SSIP coherent improvement strategies and their EBPs throughout Phase III – 3. Given the timing of this report, the baseline data will straddle two different school years, two different improvement strategies, and two different cohorts of districts. Data for the spring of 2018 represent SSIP 1.0 districts implementing strategy two. Data for the fall and winter of 2018-19 represent SSIP 2.0 districts beginning implementation of strategy one.

Baselines for Key Measures

The key measures that will address the fidelity of implementation outlined in the process evaluation questions and both outcomes evaluation questions are crucial to assess whether the implementation of coherent improvement strategies and their EBPs yield the desired results. Descriptions of the baseline data for these key measures are listed below by improvement strategy. The information provided below reflects the baselines for these measures for the SSIP 2.0 districts. Additional details on the data referenced can be found in the [“Evaluation Data Table.”](#)¹¹

- **Strategy One: Increasing Access to Core Instruction (SSIP 2.0 Districts)**

Two key measures have been identified for this strategy, as reported in Phase III – 1 and Phase III - 2: are staff who participated in trainings on access to core instruction implementing interventions with fidelity (questions 5) and what is the change in the percent of students with an SLD in the general education setting 80 percent or more of the day (question 14). More information about these questions can be found in the [“Evaluation Data Table”](#)¹¹. Question 5 addresses the fidelity of implementation of this strategy and its EBPs in the participating classrooms. For SSIP 2.0 districts, evaluation of fidelity of implementation is currently being conducted (to be completed in the spring of 2019) using the differentiation inventory rubric. Both SPDG interventionists, SPDG contracted staff, and special education supervisors are

¹¹ See Appendix for [“Evaluation Data Table”](#) (page 62).

conducting these observations and fidelity checks. As a baseline for this measure, 70.2 percent of the teachers observed two times received scores in the top three quartiles, which can be regarded as having met fidelity requirements.

Question 14 addresses improvement in the percent of students with an SLD who have access to core instruction for 80 percent or more of the day. Collection of baseline data for SSIP 2.0 districts came from the federal IDEA census report pulled on Dec. 1, 2017. As a baseline for this measure, 80.72 percent of the students with an SLD were in the general education setting 80 percent or more of the day.

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

Two key measures have been identified for this strategy to measure progress in implementation and progress toward the SiMR. The process evaluation question number 10 addresses the fidelity of implementation of this strategy and its EBPs in the participating classrooms. For SSIP 2.0 districts, baseline data will be captured in the 2019-20 school year.

Outcomes evaluation question number 15 addresses rate of improvement data for students who are receiving instruction on this strategy and its EBPs. In Phase III – 2, the evaluation question and metric by which successful implementation was to be measured was changed from evaluation of change in referral rate for those students referred for an SLD to change in universal screening data from the beginning and end of the school year in which the strategy is implemented. Universal screeners are nationally normed and are consistently completed for all students in every district at least three times each school year, making this a viable option by which to measure improvements over time. Just as with process evaluation question 10, baseline data for question 15 in the SSIP 2.0 districts will be captured in the 2019-20 school year.

- **Strategy Three: Addressing Skill Deficits**

The process evaluation question number 13 addresses the fidelity of implementation of this strategy and its EBP in the participating classrooms. For strategy three to be meaningful and produce the anticipated improved results in educational setting and student outcomes, the implementation must be completed with efficacy to inspire confidence in data. In the summer and fall of 2018, content experts in the division of special populations and student support along with the SPDG interventionists conducted baseline reviews of SSIP 2.0 IEPs, reviewing three percent of each of the 20 districts' IEPs for students with an SLD. Details on this baseline can be found in the "[Outcomes](#)" section on page 35.

Sampling Procedures

To address the process evaluation questions in the "[Evaluation Data Table](#)" relative to strategy one, information will be predicated on the responses of those participants in the SSIP 2.0 districts. For

process evaluation questions relative to strategy two, information was predicated on the responses from those participants in the SSIP 1.0 districts and will be used for the SSIP 2.0 districts in the 2019-20 school year. For strategy three, data for the relevant process evaluation questions were aggregated for both 1.0 and 2.0 districts in summer and fall 2018 surveys.

Evaluation of the writing of IAIEPs for strategy three has been conducted through the sampling of students with an SLD in both the SSIP 1.0 and 2.0 districts. The IEPs for two percent of the students with an SLD population (or a minimum of three student records) in each of the 1.0 districts were pulled in the 2018-19 school year to compare to results from file reviews conducted in the 2017-18 school year. In addition, IEPs for three percent of the students with an SLD (or a minimum of three student records) in each of the 2.0 districts were pulled in the 2018-19 school year for baseline information.

To address the outcomes evaluation question 15, a sampling of students was pulled in the summer of 2018 for SSIP 1.0 districts to assess improvements in universal screener data for students with an SLD in classrooms with educators who received all requisite trainings on the second improvement strategy. Two special education teachers were randomly selected from each of the participating SSIP 1.0 districts, and two of their students were randomly selected for evaluation of universal screener data. Efforts were made to ensure that the students selected were identified with an SLD. Of the 104 student records pulled with valid data for the fall 2017 and spring 2018 screening periods, all but four students were identified with an SLD.

The assessment data for the 2017-18 school year, from the sampled 28 SSIP 1.0 districts, was used to address the final evaluation question (number 16), which is the SiMR. This data was compared to the 2016-17 school year's assessment data to determine growth and progress toward the SiMR. The same assessment data for the 2017-18 school year will serve as the baseline information for the SSIP 2.0 districts. Progress toward the SiMR will be assessed in the April 2020 SSIP, when assessment data will be available for the 2018-19 school year to determine performance growth for this second cohort. There have been no changes to the sampling procedures for any of the outcomes evaluation questions/key measures since those outlined in the Phase III – 2 report.

Data Collection Procedures, Timelines, and Comparisons

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

Data Management and Analysis

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



Demonstrating Progress and Making Modifications

A broad array of data was captured over the 2017-18 and 2018-19 school year to assess progress toward outcomes evaluation questions and the SiMR. These data have assisted in informing where modifications or improvements should be made to the SSIP. Data on strategy two for the SSIP 1.0 districts were aggregated in the summer of 2018, and baseline data have been captured throughout implementation of strategy one for the SSIP 2.0 districts in the 2018-19 school year.

Review of Data Collected

The department has made a concerted effort to review the wide breadth of data captured throughout implementation of the SSIP. Having both procedural and outcomes-based evaluation questions has made it possible for internal staff to get preliminary feedback and intermediate results about the progress of the work and its impact on student outcomes. Based on the data yielded, the department has been able to identify areas for improvement and adjustment within the SSIP. The information below is broken out by strategy, and covers the period since the last SSIP submission (April 2018) and March 2019.

Strategy One: Access to Core Instruction (SSIP 2.0 Districts)

Throughout 2018-19 school year, the department has reviewed attendance data to ensure appropriate district staff are receiving trainings on this first strategy, and the information available to date is very encouraging. Using the most complete data from the fall of 2018, 926 school staff from 76 schools in the 20 districts comprising the SSIP 2.0 cohort have received some training on this strategy and relevant EBPs. Of the 858 schools staff trained, 78 percent were general education teachers, 14.7 percent were special education teachers, and 7.3 percent were school administrators. As of March 2019, 773 special educators, general educators, and/or school administrators in 65 of the 76 participating schools had attended the winter trainings. Spring trainings are scheduled for most districts but have yet to take place. The attendance results have been particularly encouraging.

Supplemental surveys sent after trainings have been used during the 2018-19 school year to evaluate participants' understanding of the content provided, their confidence in their ability to implement strategies and activities learned, and whether they feel prepared for next steps. Capturing these data to answer the process evaluation questions allows department staff to identify specific areas in which educators/school staff might be struggling. In response to some of the feedback gleaned through these surveys, particularly regarding preparations for next steps, the department has more comprehensively addressed areas of confusion around access to core instruction through added content in the CoPs taking place between training sessions.

Observation data and educational environment data have also been reviewed for SSIP 2.0 districts. The observation data has been provided at different intervals during the 2018-19 school year for department staff to evaluate fidelity of implementation of the strategies and activities provided. In addition, educational environment data has been reviewed to see changes in the placement of students with an SLD. Given that this first strategy focuses on access, the department anticipates seeing an increase in the percent of students spending a large portion of their school day in core instruction. More information about these two more outcomes-based evaluation questions can be found in the "[Outcomes](#)" section on page 35.

Strategy Two: Special Education in a Continuum of Service (SSIP 1.0 Districts)

At the conclusion of the 2017-18 school year, the SSIP 1.0 districts completed all their trainings on strategy two and its EBPs. The final cohort was comprised of 28 school districts that were required to hold fall, winter, and spring workshops on the training content. The workshops were led by district facilitators and attended by selected teachers for participating schools, as well as state and SPDG-contracted staff when possible.

In the spring of 2018, 249 special educators and 46 additional staff in 126 of the 220 participating schools were in attendance. Nine of the 28 districts in the SSIP 1.0 cohort did not report attendance data for the spring of 2018. The department has since recognized the limitations and data entry concerns inherent in having districts complete attendance records with no support or supervision from state staff. Accordingly, in the 2018-19 school year, department staff will complete reviews of the attendance information entered online by district staff in the SSIP 2.0 districts and send reminders to have the information completed by the end of the school year.

In Phase III – 2, the data source for evaluation question 15 was changed to look specifically at universal screening data for participating districts. There were several challenges in capturing this data, namely developing a method by which to evaluate progress across different universal screeners and communicating the need for this data with participating districts. To address concerns about different universal screeners providing different data for districts, the department developed a more fundamental metric in which progress was assessed at the district level, and categories of "increase," "decrease," or "same" were used to see change in universal screener data, rather than more nuanced data that might be tool-specific. This same methodology will be employed for the SSIP 2.0 districts in the 2019-20 school year. To address communication challenges, the department will provide earlier notification of this data request, with more information about why the data is needed and how it can be easily captured.

Strategy Three: Addressing Skill Deficits (SSIP 1.0 and 2.0 Districts)

Data for this third strategy are stratified across the two cohorts of districts participating in SSIP activities. As delineated under the "[Baseline Data](#)" section on page 23, data were gathered in the summer and fall of 2018 to address the key measure identified for this strategy: process evaluation questions 13. Content experts in the division of special populations and student support conducted reviews of 544 total student files in the SSIP 1.0 and 2.0 districts, combined. The same content experts who reviewed student records for SSIP 1.0 districts in the 2017-18 school year completed this second round of reviews.

Based on the baseline file reviews for the SSIP 1.0 districts, the content areas of narratives, present levels of performance, and goals had the lowest scores on the state-developed IAIEP rubric. To address, the department made a more concerted effort in the 2017-18 school year to address these content areas in support around this third strategy. The efforts to improve the quality of IEPs in these content areas contributed to a notable increase in the percent of records meeting or exceeding expectations based on comparison file reviews for the SSIP 1.0 districts. More information about this change in scoring on content areas can be found in the "[Outcomes](#)" section on page 38. Similar strategies and supports will be provided to the SSIP 2.0 districts, given the success achieved for the SSIP 1.0 districts.

Changes to Baseline Data

No changes in the Phase III – 3 report.

Changes to Implementation and Strategies

No changes in the Phase III – 3 report.



Stakeholder Involvement in Evaluation of SSIP

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

Stakeholders have received information about the SSIP evaluation through means like those outlined in the "[Stakeholder Involvement in Implementation](#)" section. Such communication is vital to ensure that stakeholders are not just aware of the strategies and progress in implementation of the SSIP, but that they are cognizant of the results of implementation. In addition to reports of these evaluation

activities and key measures, the department will also solicit feedback from stakeholders so they can be active in decision-making for ongoing evaluation. Below are planned communications with stakeholders that have been developed to-date. This is not comprehensive, and as information is received from these groups and the SSIP evaluation team, there may be other opportunities and venues by which stakeholders could be reached.

Advisory Council Presentations

The "[Communication on Implementation](#)" section (page 16) provided information about the department's half-day SSIP summits held at the April quarterly Advisory Council meetings for the last three years. These summits have been and continue to be designed to provide the Advisory Council with updates about the content developed for trainings on the three coherent improvement strategies, the status of implementation of the work outlined in the SSIP, the opportunity to discuss and unpack data resulting from the implementation of the SSIP, and to ultimately provide a forum for the Advisory Council to provide feedback on the SSIP as a whole. In April 2018, the executive director of special populations and the executive director of data services led a summit with members of the Advisory Council to engage in meaningful conversations about the work completed thus far as well as the impending implementation slated to begin in Phase III – 3 (2018-19 school year).

As outlined in the "[Communication on Implementation](#)" section, the department shared the content used in trainings related to SSIP strategies and EBPs and the status of implementation of the work. In the summit in April 2018, information about the data gathered and evaluated, relative to this second improvement strategy, was also shared. Having the fresh eyes of stakeholders reviewing these data helped department staff see additional connections and identified areas where further investigation or review might be necessary. Questions specific to data analysis and opportunities for feedback were:

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

For the first question regarding further questions prompted by the data shared, themes in responses from Advisory Council members included: concern about what next steps are for districts that do not meet goals; questions about how the department would continue monitoring the SSIP 1.0 districts with new implementation efforts for 2.0 districts in the 2018-19 school year; and how previous data were being used for comparison to inform changes in practices/strategies that are not working.

For the second question regarding what the data tell about successes and areas for improvement, themes in responses from Advisory Council members included: teacher knowledge and skills have improved, as have elements of the IEP; awareness of the work has increased, however, there is still

only incremental improvement in the outcomes data; and participants in the work seem very receptive to the strategy and EBPs.

Finally, for the third question regarding perception of department responsiveness to data and feedback there were fewer responses from Advisory Council members. Several noted they felt the department was indeed being responsive to the data yielded and the feedback of stakeholders and some noted that their response would depend on the information provided at the conclusion of the implementation of strategies for the SSIP 1.0 districts. For the full list of feedback received from the Advisory Council members, see Appendix for “State Systemic Improvement Plan (SSIP) Summit” on page 52.

In April 2019, the executive director of special populations and the executive director of data services will host a third SSIP-specific summit to provide updates to Advisory Council members about final data yielded from the SSIP 1.0 districts in the 2017-18 school year, and then the implementation activities and their relevant data available for the SSIP 2.0 districts. Data to be shared will include survey responses from participants, observation data, changes in universal screener results, changes in scores on IEP file reviews from year-to-year, and progress toward the SiMR. The Advisory Council will have the opportunity to weigh in on these results, note any concerns they might have, and offer suggestions regarding the plan and its evaluation. The department recognizes that this plan is fluid and that stakeholders may have insight and acumen that may require enhancements or adjustments to the work.

Special Education Supervisors Presentations

The department will engage special education supervisors in conversations about the evaluation of the SSIP at an annual conference to be held in the fall of 2019. Sharing information about the progress of this work raises awareness in the education community about the successes of the work being implemented through the SSIP. In addition, the department will be able to share more comprehensive information about the implementation process for the SSIP 1.0 and 2.0 districts, provide some lessons learned, and discuss with supervisors the scalability of the work and where they see opportunities for improvement in the coming years.

Written Communication

Written communication about the SSIP evaluation will continue in biannual updates made publicly available on the state’s website. Data on key measures, including attendance and survey information from the 2018-19 school year, educational environment data, and progress toward the SiMR will be shared through these communications, which will also be distributed through the Commissioner’s Update for Directors and the Special Education Director’s Update in both the fall and spring of each school year. The updates are provided to stakeholders at public events and through other disparate

communications, including meetings with advocates and parent groups and written exchanges with interest groups across the state.



Data Quality Issues

As enumerated in previous SSIP reports, certain evaluation metrics possess inherent data quality concerns, despite the value of the data gleaned. Challenges have included limitations with self-reporting and surveying as well as possible inaccuracy of attendance data captured, based on districts not completing the requisite documentation. While overall, the response rates for trainings have been relatively high – on average about 60 percent of the participants in sessions respond to surveys – this still does not provide the entire picture of participants’ perceptions of trainings. Regarding the attendance data, while many participating districts completed the requisite reporting of staff attending sessions, the information is incomplete for some districts.

As was noted in Phase III – 2, limited sample sizes pulled for assessing progress and answering evaluation questions also create potential for data quality issues. Given the limited capacity of the department and the scope of duties of those supporting the SSIP, smaller samples were selected to evaluate several components of the plan. For example, process question 13 in the evaluation plan¹² requires a sampling of student files to assess the quality of IEPs being written for students with an SLD. In SSIP 1.0 districts, a minimum of two student records and a maximum of two percent of the student records for students with an SLD were pulled from the participating districts. In SSIP 2.0 districts, a minimum of three student records and a maximum of three percent of the student records for students with an SLD were pulled from the participating districts.

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

For question 15 in the evaluation plan, a sampling of students’ universal screening data is required to determine improvement in scores from the beginning of the school year to the end of the school year. Though these data are valuable and appropriately address the goal of increasing the rate of improvement in areas of deficit, capacity once again becomes a concern for both the department and

¹² See Appendix for “[Evaluation Data Table](#)” (page 62).

district staff, who will be responsible for providing the universal screening data. In light of this, the evaluation team had to pull a limited selection of student records to determine improvements.



Progress Toward Improvements

This third year of implementation of the SSIP has yielded some measures of progress toward the desired goals, particularly related to the SSIP 1.0 districts. Much of the data gathered for both the SSIP 1.0 and 2.0 districts are related to the trainings on strategies and their EBPs over the past two years, however, the department also has more comprehensive data at its disposal to measure more systemic and broad change.



Infrastructure Changes

The department has gone to great lengths to support districts in the implementation of the SSIP. The three SPDG interventionists hired last year to serve districts in the three grand divisions of the state have been integrated into the department's targeted support team to reduce the number of districts for which they are responsible. Combining staff under one team has made it possible for one interventionist/support staff member to be available in each of the eight centers for regional excellence (CORE) across the state. Having fewer districts to support has made it possible for these support staff to provide more in-depth assistance to districts in their region and to develop trusting relationships with personnel.



Fidelity of Implementation

To monitor the fidelity of implementation of the SSIP activities in the 2017-18 school year and thus far in the 2018-19 school year, the department has utilized several practices outlined below to certify the success of learned strategies.

Train-the-Trainer Sessions

Prior to the beginning of the 2018-19 school year, the department hosted a train-the-trainer event in Nashville for the new SSIP 2.0 districts. During this event, facilitators selected for each participating district received training on how to redeliver the first coherent improvement strategy and its EBPs. Of the district staff participating in the event (28 of which were facilitators), 57 completed a post-training survey. This survey employed a four-point Likert scale (with 4 indicating "Strongly Agree" and 1 indicating "Strongly Disagree"), and participants were asked to rate their level of agreement with eleven survey items concerning the impact of the training. The results of this information can be seen in Table 3.a.

As a Result of the Session:	Mean
I understand better that learning requires grouping, ordering, connecting, and personal reflection. (n=57)	3.95
I understand better that language, both verbal and nonverbal, is a powerful tool for student learning. (n=57)	3.89
I understand better that literacy has six parts, with three inputs (viewing, listening, reading) and three outputs (showing, speaking, writing). (n=57)	3.89
I understand better that motivation is influenced most by the climate of the classroom. (n=57)	3.88
I understand better that UDL is a set of principles that helps educators design "for the edges" (n=57)	3.86
I understand better that environment is the essence of classroom differentiation. (n=57)	3.84
I understand better that instructional delivery modes affect memory. (n=57)	3.81
I understand better that content, process, and product should be differentiated based on student characteristics--the focus is on teaching students. (n=57)	3.77
I understand better that high-quality learning involves learning goals stated in the form of a KUD (Know-Understand-Do). (n=57)	3.74
My ability to train teachers to create classrooms/schools with environments where students feel valued, and growth is the focus, regardless of the starting point, has increased. (n=57)	3.74
My ability to train teachers to create a classroom climate where language, environment, and instruction empower students and show them their value has increased. (n=57)	3.72
My ability to train teachers to implement delivery methods that work for learning and memory (group/connect/order/self) has increased. (n=57)	3.70

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

District-led Trainings

For the ease of communication, the summaries of district-led trainings have been separated by the SSIP cohort of districts.

For the SSIP 1.0 districts, observations were conducted by department staff to assess the efficacy of implementation of strategy two trainings led in districts by their facilitators. Training observation data was captured for the spring 2018 trainings. As shown in Table 3.b, district supervisors monitored the spring 2018 training sessions (led by district facilitators) and reported whether the appropriate items were covered in the training. Overall, the monitoring results of these spring trainings were very positive.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Parts of reading sort (16 yellow cards)	87.1%
Jack (choose the reading deficit as you gain more information)	82%

Assessment graphic puzzle (arrange words and pic in the three categories)	87.6%
Main idea through art (assessment)	89.3%
Data tells a story and three water solutions analogy for words per minute	83.1%
GOM vs MM – progress monitoring probe and goal writing	87.1%
Topic sort	84.3%
Self-assessment	83.1%
Spelling activities (draw a bicycle and list the sounds of “uh”)	79.8%
Reading assessments (scavenger hunt)	78.1%
Reading programs (different programs, different purpose)	88.8%
Orton-Gillingham (what and who)	79.2%
Intervention and tiers	82%
Accommodations (leveling the playing field)	79.2%

Table 3.b. Baseline data survey results on trainings.

For the SSIP 2.0 districts, observations were conducted by department staff to assess the efficacy of implementation of strategy one trainings led in districts by their facilitators. Training observation data have been captured for this new cohort of districts. As of March 2019, data from fall 2018 and winter 2019 trainings are available. Spring training observation data will be available in the summer of 2019 and reports in the Phase III – 4 report. As shown in Table 3.c, district supervisors monitored the fall 2018 training sessions (led by district facilitators) and reported whether the appropriate items were covered in the training.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Images activity (differentiation on the left/access on the right)	87%
Mindset sort (eight green cards)	92.6%
Mindset quiz	86.7%
Grouping (education terms)	91.6%
Ordering (seven yellow cards)	92.4%
Connecting (snowman activity)	93.4%
Personal relevance (quote activity)	90.9%
Memory test (pairs of word to associate)	88.9%
Memorization vs learning (three math vocabulary cards)	87.2%
Levels of memory triangle (sensory register to long-term memory)	88.4%
Daniel Pink’s three keys to motivation (autonomy, mastery, purpose)	83.5%
Maslow’s hierarchy	86.5%
Classroom climate (graphing climates of four different classrooms)	85%

Levels of engagement (comparing educators to students)	85.3%
Say this, not that	88.9%

Table 3.c. Baseline data survey results on trainings.

As shown in Table 3.d, district supervisors monitored the winter 2019 training sessions for each district (led by district facilitators) and reported whether the appropriate items were covered in the training relative to strategy two.

Which of the Following Training Activities Occurred During the Professional Development Session Observed	Percentage Yes
Show your colors (coloring your "person" according to professional traits)	92.2%
Exclusion-inclusion activity (multicolored dots in a circle)	90.5%
UDL: Build the graphic and UDL wheel	85.6%
UDL simulation printout	86.7%
Spend a buck/Glasser's triangle for delivery	90.5%
Topic sort (32 purple cards)	92.6%
Scope and sequence activity (four cards in each content area – find common themes)	92.8%
Literacy sort (six blue cards, input and output)	93.2%
Bridges (choose an image)	93.2%
Essences (essence of literacy)	89.9%
Textbook graphics (biosphere – which communicates best)	87.3%
Main idea through art (triangle to describe Ruby Bridges painting)	90.3%

Table 3.d. Baseline data survey results on trainings.

Classroom Observations

Special education supervisors for the participating districts, as well as SPDG interventionists and members of the SSIP evaluation team, have led the charge in gathering classroom observation data for fidelity monitoring in the SSIP 2.0 districts. As of March 2019, 171 classrooms were observed two times. Classrooms are observed twice to determine growth and improvements in implementation over time. Table 3.e shows the preliminary results of this fidelity monitoring, with the mean based on the scoring metrics outlined in the "[Demonstrating Progress and Making Modifications](#)" section of Phase III - 2. The mean score provided is based on the following scale: 1 = Installing; 2 = Installed; 3 = Refining; and 4 = Full Implementation.

Checklist Item	Mean
Teacher and students learning partnership	2.14
Collective growth mindset	1.97

Teacher harnesses student voice	2.06
Lesson planning for engagement	2.09
Time and support for thinking	1.99
Time and support for meaning	1.91
Teaching up	1.80
Assessment as learning	1.98
Assessment aligned to “Know, Understand, Do” (KUDs)	2.02
Feedback to students is actionable (must be clear)	1.98
Assessment informs instructional planning	2.01
Students set goals	1.40
Assessments are differentiated	1.52
Teacher attends to readiness, interest, learning profile	1.98
Students allowed autonomy	1.84
Flexible grouping	1.91
Clearly defined KUDs	1.92
Teacher trusts students	2.28
Rich conversations with students about differentiation	1.68
Collaborative problem-solving related to routines and processes	1.98
Student ownership of learning	1.80
School staff are provided time and space for co-planning	2.79
General and special education teachers communicate regarding the needs of all students	2.38
Student goals are established based on a continuum of support, based on all educator input	2.00
Professional trust is automatic, visible in conversations, planning, and structure of school day	2.21

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

Due to changes in the aggregation and display of data, comparison data for first observations and second observations will not be finalized until the summer of 2019 and will be shared in Phase III – 4.



Outcomes

The “[Evaluation Data Table](#)”¹³ provides broad array of data available to begin assessing outcomes – both short-term and long-term – necessary to achieve the SiMR. A summary of the outcomes readily accessible for the three strategies as of March 2019 have been provided below.

¹³ See Appendix for “[Evaluation Data Table](#)” (page 62).

Strategy One: Access to Core Instruction (SSIP 2.0 Districts)

The 2018-19 school year marks the first year of implementation of this revised strategy (see details about the revised content in Phase III – 2 and “[Implementation of Strategy One: Access to Core Instruction](#)” section on page 12 of this report). For evaluation question 1.b, addressing preparation for next steps in the implementation of strategy one, 93.5 percent of survey respondents felt prepared in the fall to begin implementing the learned strategies and activities in the classroom, and in the winter this percentage of respondents in agreement dropped slightly to 92 percent.

There was an increase in knowledge as a result of the strategies relative to access to core instruction, with 86.8 percent of survey respondents agreeing their knowledge increased relative to supporting SWDs in core instruction in the fall. In the spring, this agreement percentage increased to 87.7 percent. Relative to improvement in the actual ability to implement the EBPs and activities, in the fall, 87 percent of respondents agreed that their ability to support SWDs in core instruction improved. In the winter, 86.5 percent agreed with this statement.

For this work to be successful, the department recognizes that there must be fidelity in the implementation of this strategy’s EBPs and developed two process evaluation questions to address fidelity. While spring survey results with self-reporting from respondents regarding their fidelity of implementation have not yet been collated, the results from classroom observations have been extremely positive. To date, 171 educators have been observed twice to assess improvement and fidelity of implementation over time. For the second observation, 43.9 percent of educators increased to a higher quartile, and 70.2 percent of teachers in the classrooms observed received scores in the top three quartiles of scores, which can be regarded as meeting fidelity targets. Figure 3.1 shows changes in the quartiles from the first to second observations.

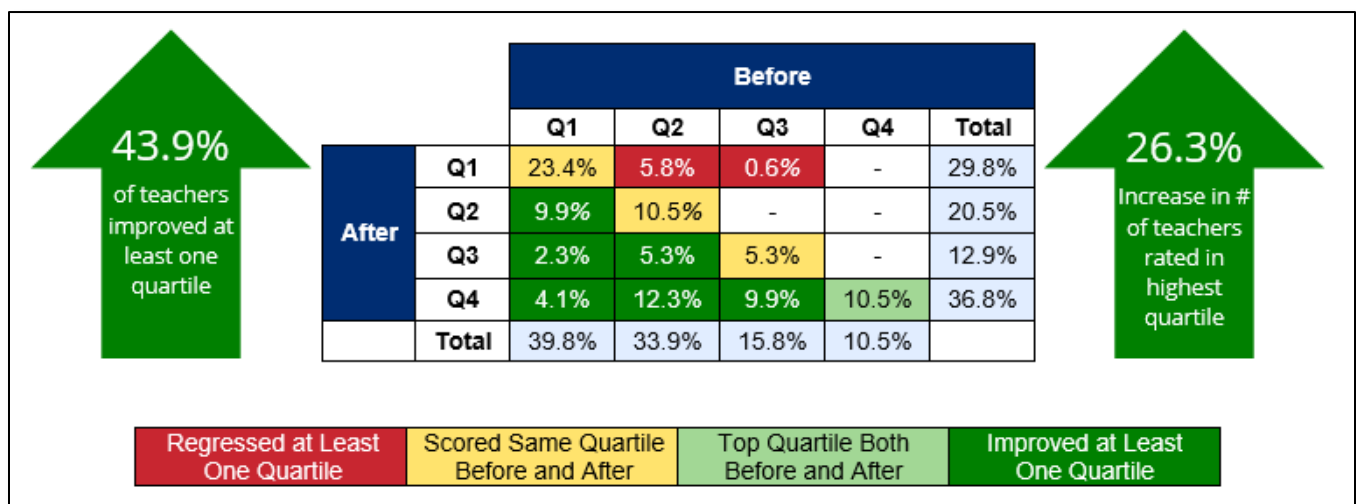


Figure 3.1. Year-to-year comparisons of student records meeting or exceeding expectations in SSIP 1.0 districts.

Whereas these process evaluation questions are necessary to measure short-term outcomes, more systemic and demonstrable improvements relative to this strategy (more intermediate outcomes) are also vital to assess progress toward the SiMR. Educational environment data was selected in Phase II to evaluate overall change in behavior that is reflected in concrete data. For the 20 participating districts in this second cohort, 80.72 percent of students with an SLD were served in the general education setting 80 percent or more of the day. A comparison pull will be completed in May 2019 to assess change from the baseline data pull to the spring after trainings on access were completed. More information evaluation about process evaluation outcomes as well as more intermediate outcomes will be available in the summer of 2019 and reported in Phase III – 4.

Strategy Two: Special Education in a Continuum of Service (SSIP 1.0 Districts)

In the summer of 2018, the department was able to aggregate the final results of implementation work and training responses for this strategy. As noted in Phase III – 2, there was an overall decrease in the short-term outcome (as denoted in the process evaluation questions in Table 2. A) related to preparation for next steps in implementation from the fall to the spring. In the fall, 97 percent of respondents agreed that the session prepared them for next steps. In the winter, 91.7 percent of respondents agreeing they felt prepared for next steps, and in the spring of 2018, 96.7 percent of respondents agreed with this same question.

A similar trend was identified for respondents agreeing that the trainings increased their knowledge of how to make special education the most intensive intervention. In the fall, 96.9 percent agreed with this knowledge-based process evaluation question. In the winter 94.37 percent of respondents have agreed with this question, and in the spring 97.83 percent of respondents agreed that the trainings increased their knowledge of how to make special education the most intensive intervention. Regarding improvement in ability, 95.67 percent of the survey respondents agreed that the fall session improved their ability to make special education the most intensive intervention, 92.63 percent of respondents agreed with this question in the winter, and 96.87 percent of respondents agreed with this question in the spring.

The department was also able to compile information about the intermediate outcome for this strategy, which looks at the rate of improvement of students with an SLD based on score for the fall 2017 and spring 2018 universal screener data. Universal screener scores were pulled for fall 2017 and spring 2018 to assess change from the beginning of the school year to the end of the school year. For each school district, two special education teachers who participated in all trainings for the 2017-18 school year were randomly selected to have their student data pulled. Two students out of both teacher's respective caseloads were randomly selected, and efforts were made to ensure that the students selected were identified with an SLD. Of the 104 student records pulled with valid data for

both the fall 2017 and spring 2018 screening periods, all but four of the students were identified with an SLD.

Figure 3.2 shows that there was particularly encouraging data yielded from this random sampling. Of the 104 students evaluated, 59.62 percent (62 student records) increased their score on the universal screener tool from the fall of 2017 (when implementation of strategy two began) to the spring of 2018 (when implementation of strategy two concluded). For this same sampling of students, 17.31 percent (18 student records) had universal screener scores that stayed the same from the fall to the spring, and 23.08 percent (24 student records) of the students sampled had a decrease in their universal screener scores from fall to spring.

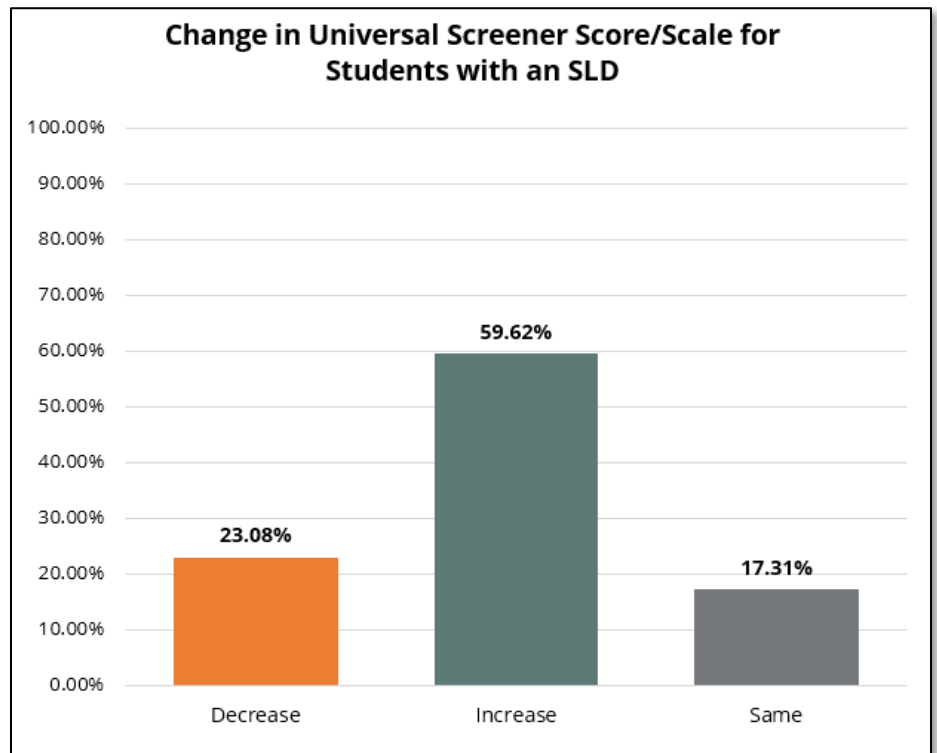


Figure 3.2. Change in the universal screening scores for students with an SLD from fall 2017 to spring 2018.

Strategy Three: Addressing Skill Deficits (SSIP 1.0 and 2.0 Districts)

In the summer and fall of 2018, the department conducted file reviews of students with an SLD in the participating districts to assess the efficacy of implementation in eight core areas. Samples were pulled for students records in both the SSIP 1.0 and 2.0 districts.

SSIP 1.0 Districts

Data gathered from the 1.0 districts was used to measure progress in writing IEPs from the 2016-17 school year to the 2017-18 school year. For these SSIP 1.0 districts, two percent of students with an SLD had their most current IEPs pulled to evaluate quality utilizing the state-developed rubric. This amounted to 275 student records. There was an increase in the percent of student records being rated a three or above in each of the reviewed areas, except for transition plans (decrease of 9.58 percent). The average increase was 7.17 percentage points, with the largest increases appearing for narratives (8.69 percentage points) and measurable annual goals (13.43 percentage points). Figure 3.3 tracks

improvement in each of the content areas for the IEP from the 2016-17 school year to the 2017-18 school year.

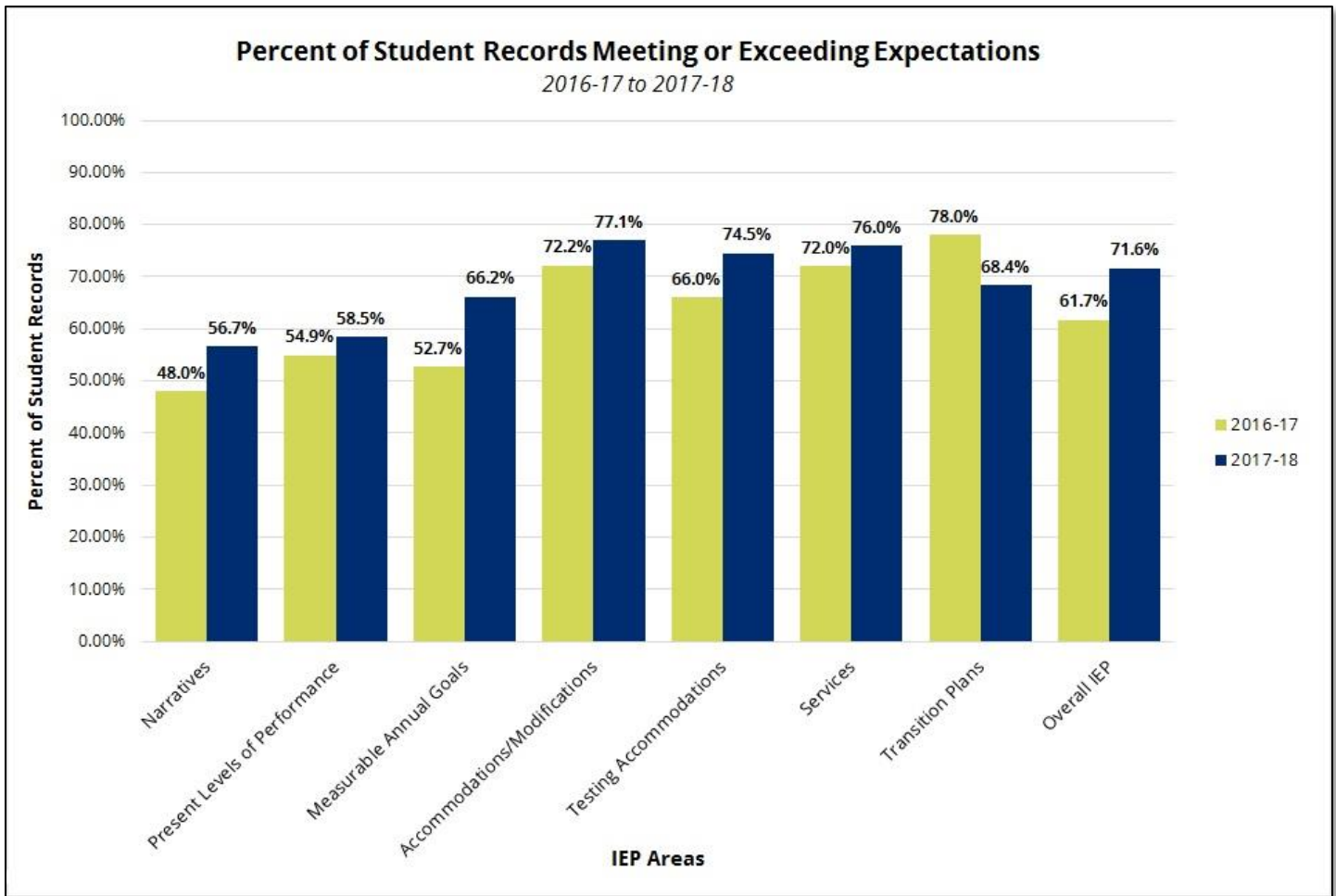


Figure 3.3. Year-to-year comparisons of student records meeting or exceeding expectations in SSIP 1.0 districts.

SSIP 2.0 Districts

For the SSIP 2.0 districts, three percent of students with an SLD had their most current IEPs pulled to evaluate quality utilizing the state-developed rubric. This amounted to 269 student records. The scoring of these files informed where additional support might be needed in the different areas of the IEP for the new cohort of participating districts. For most of the IEP content areas, the SSIP 2.0 districts' baseline data were higher than the SSIP 1.0 districts' baseline data. Figure 3.4 the trends of data for each of the discrete elements of the IEPs that were reviewed.

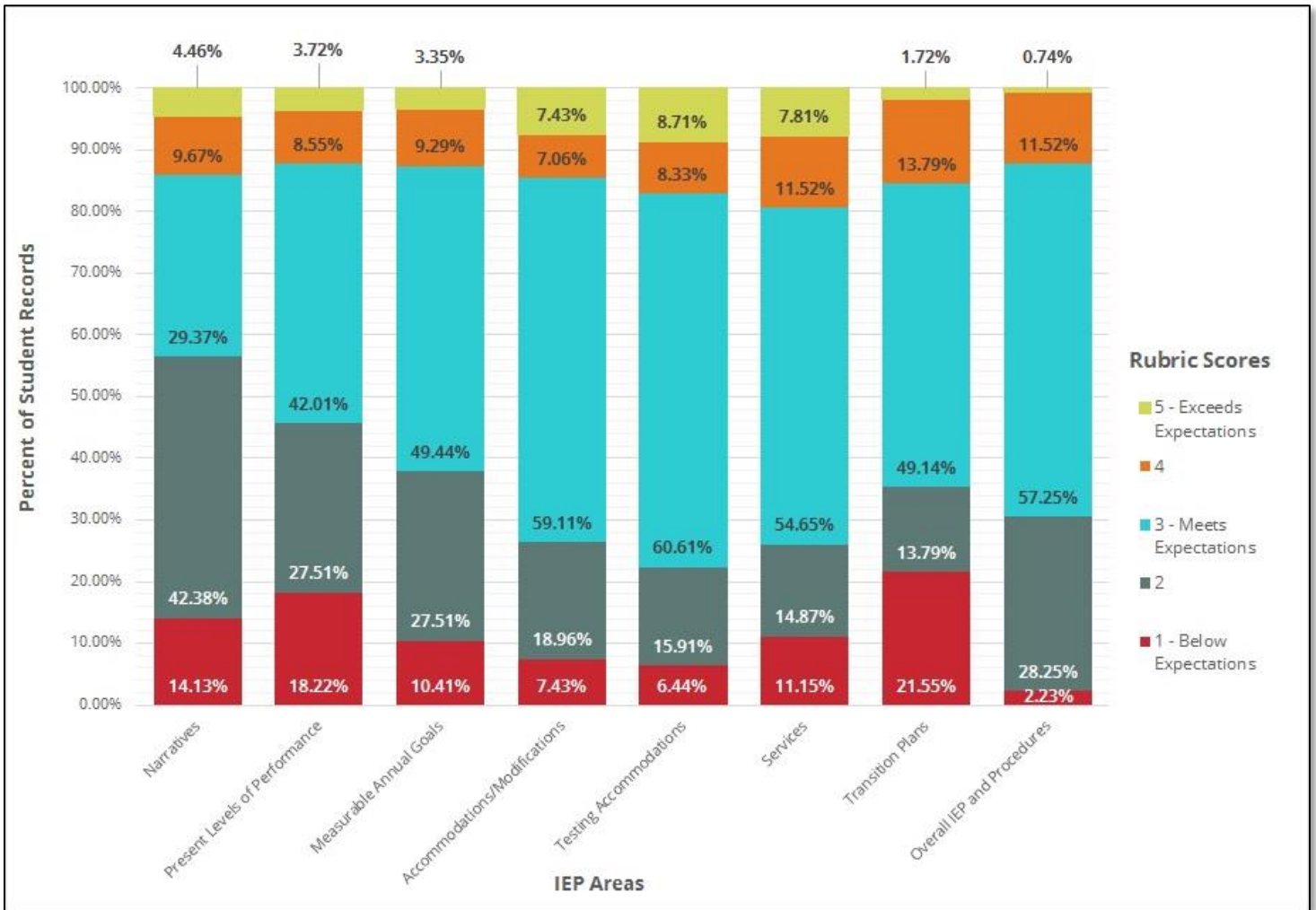


Figure 3.4. Scoring results gathered as a result of the IEP reviews for students with an SLD in SSIP 2.0 districts.



Improvements in the SiMR

The department has been able to measure progress toward the SiMR since the 2016-17 school year, when new assessments for the state were successfully deployed. To date, progress toward the SiMR can only be evaluated for the SSIP 1.0 districts who have received multiple years of trainings on strategies and interventions for SWDs, particularly those with an SLD. However, baseline data for the SSIP 2.0 districts is available.

SSIP 1.0 Districts

In the 2016-17 school year, 36.31 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scored at or above Approaching. These data were compared to the assessment results for the 2017-18 school year for the same cohort of districts. In this 2017-18 school year, 36.51 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scored at or above Approaching, which was an increase of 0.2 percent. This improvement from the 2016-17 to 2017-18

school years was encouraging, however, it fell short of the target to increase the percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scoring at or above *Approaching* by three percent annually. Table 3.f shows the actual assessment data and target assessment data, over time, for the SSIP 1.0 districts.

	School Year		
	2016-17	2017-18	2018-19
Target	NA	39.31%	42.31%
Actual Data	36.31%	36.51%	(not available)

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

The data for the cohort was further disaggregated by the individual SSIP 1.0 districts. Fifteen of the 28 districts in the SSIP 1.0 cohort had improvements in their data from year-to-year, with growth scores ranging from 0.74 percent for 28.57 percent.¹⁴ However, 13 districts in this initial cohort had overall decreases in their scores, with decreases ranging from -0.15 percent to -15.48 percent.¹⁵

Data for the SSIP 1.0 cohort of districts was also compared against overall state data to evaluate whether strategies implemented impacted participating districts more than the overall results for the state as a whole. In the 2016-17 school year, 36.31 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scored at or above *Approaching* in the SSIP 1.0 districts compared to 36.79 percent of the same subgroup scoring at or above *Approaching* statewide.

While the SSIP 1.0 districts increased their percent of students meeting the aforementioned criteria by 0.2 percent in the 2017-18 school year, statewide there was an overall decrease of 0.27 percent. The performance gap between the 1.0 district's data and the statewide data was 0.48 percent in the 2016-17 school year. The gap between the 1.0 districts and the statewide data decreased to 0.01 percent by the 2017-18 school year. The gap closure was due both to the decrease in performance for all students in the state and the increase in the performance of the SSIP 1.0 districts. Figure 3.5 provides a visual of the changes in performance levels between the 1.0 districts and the state over the last two years.

¹⁴ Large percentage increase was likely influenced by the small population size of this particular district. Few participating students means just a few minor changes could significantly alter the data.

¹⁵ Large percentage decrease was likely influenced by the small population size of this particular district. Few participating students means just a few minor changes could significantly alter the data.

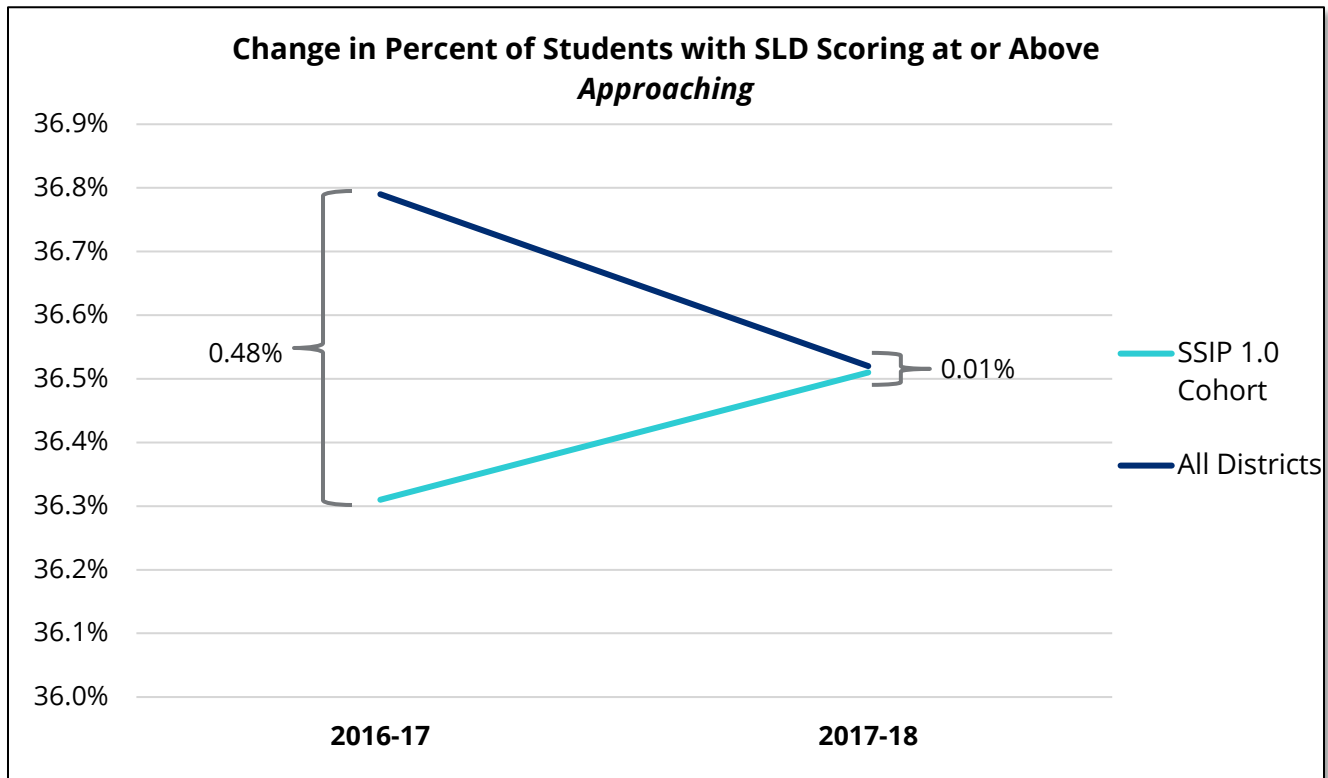


Figure 3.5. Breakdown of the percent of students with an SLD in grades 3-8 scoring at or above *Approaching* on the statewide ELA assessment, by SSIP 1.0 districts as compared to all districts.

SSIP 2.0 Districts

The SSIP 2.0 districts will have a new baseline established for their cohort. The 2017-18 school year assessment data will serve as the baseline for these new participating districts. In the 2017-18 school year, 39.75 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scored at or above *Approaching*. The statewide percentage for this school year was 36.52 percent of students with an SLD in grades 3-8 taking the ELA statewide assessment scoring at or above *Approaching*. To meet the SiMR, the department expects a three percent increase in this percentage in the 2018-19 school year, or a minimum of 42.75 percent of students with an SLD taking the ELA statewide assessment scoring at or above *Approaching* in the SSIP 2.0 districts. Table 3.g shows the actual assessment data and target data for the SSIP 2.0 districts.

	School Year	
	2017-18	2018-19
Target	NA	42.75%
Actual Data	39.75%	(not available)

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



Plans for Next Year

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



Implementation Activities

In the coming 2019-20 school year, the SSIP 2.0 districts will begin implementation of strategy two, using strategy one's focus on access to core instruction to refine the actual supports and interventions for students based on a continuum of service mode. This staggering of strategies, while initially a challenge, has proved very beneficial. The department has been able to wholly allocate time and resources to participating districts relative to one specific area, rather than diluting the content by spreading it out across many sources. For more information on the timeline of implementation, please see Figure 4.1 (pages 45-46).



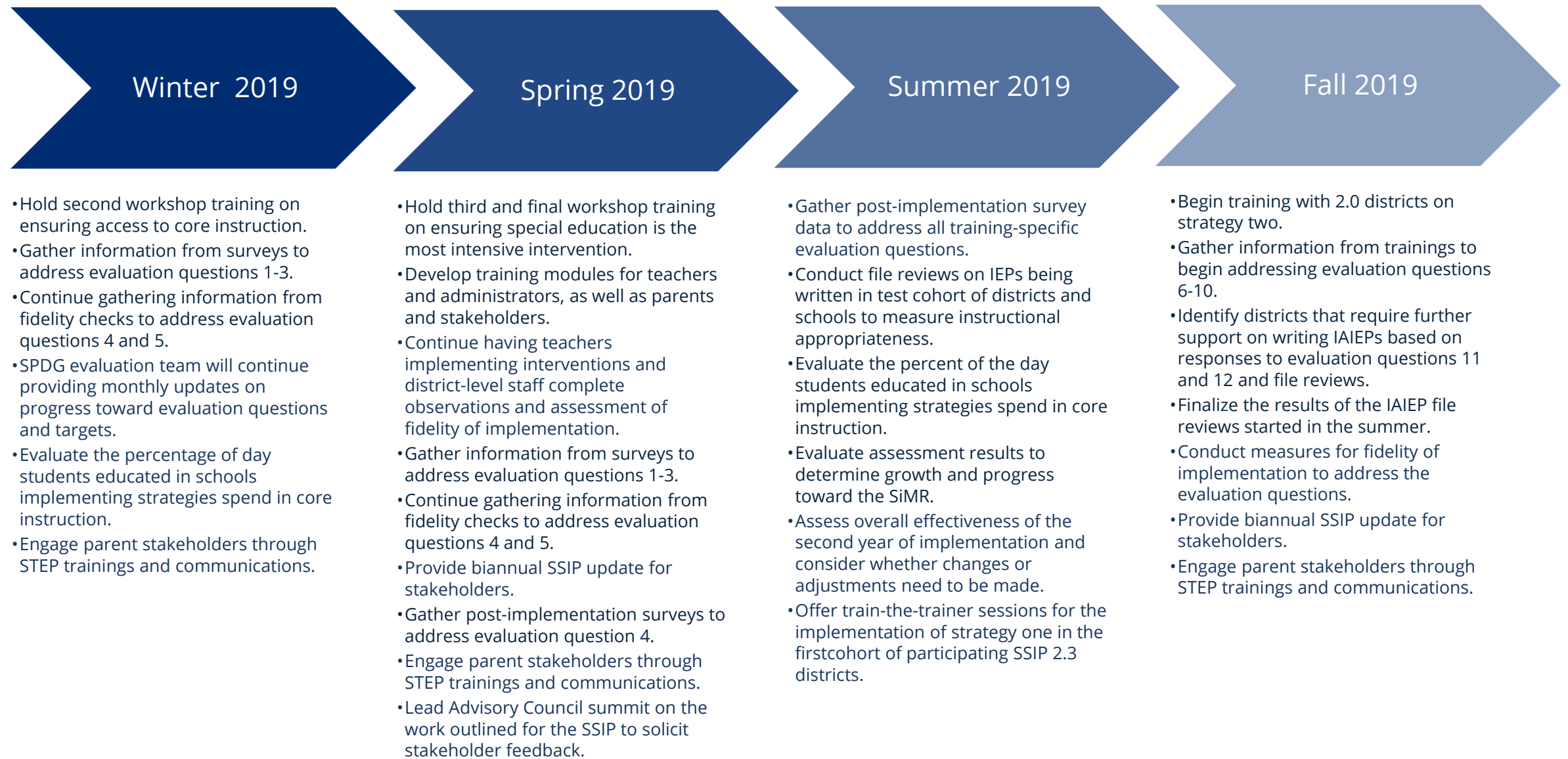
Evaluation Activities

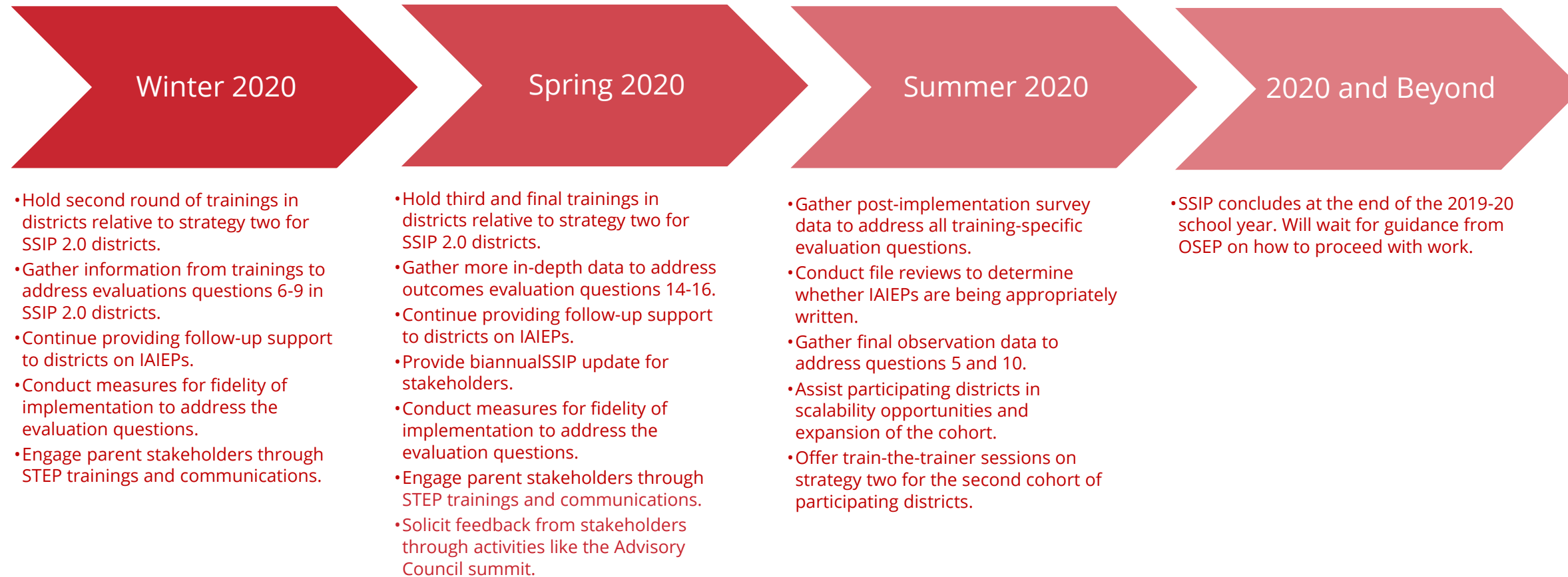
In the summer of 2019, much of the analysis of data from the 2018-19 school year will be conducted. With the information that will be available then, members of the SSIP evaluation team will be able to answer process evaluation questions 2-5 with complete data:

- Question 2:** Are staff who participated in trainings and professional development sessions on access to core instruction reporting that these opportunities increased their knowledge of how to support SWDs in core instruction?
- Question 3:** Are staff who participated in trainings and professional development sessions on access to core instruction reporting that these opportunities improved their ability to support SWDs in core instruction?
- Question 4:** Are staff who participated in trainings and professional development sessions on access to core instruction reporting that these opportunities improved their ability to implement with fidelity the interventions intended to support SWDs in core instruction?
- Question 5:** Are staff who participated in trainings and professional development sessions on access to core instruction indeed implementing interventions with fidelity?

Comparisons will also be completed for outcomes evaluation question 14:

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







Barriers

Currently, the department is not facing any significant barriers to the work of the SSIP. However, there has been a change in leadership within the department as of February 2019, with a new governor elected and a new commissioner of education appointed. In cursory meetings with the commissioner and the new leadership, it appears the work outlined within Tennessee's division of special populations and student support – including the SSIP activities and EBPs – are viewed positively, and will be a priority of the department as a whole. That being said, there are always possible concerns that changes to infrastructure, realignment of goals and strategic plans, and alterations to funding could be a result of administrative changes. However, the department is confident that by having resources in place, like the SPDG, to financially undergird this work, and formatting the division of special populations and students support in an efficient manner with regional resources in place to support the activities, these possible barriers will be tempered.



Additional Support Needed

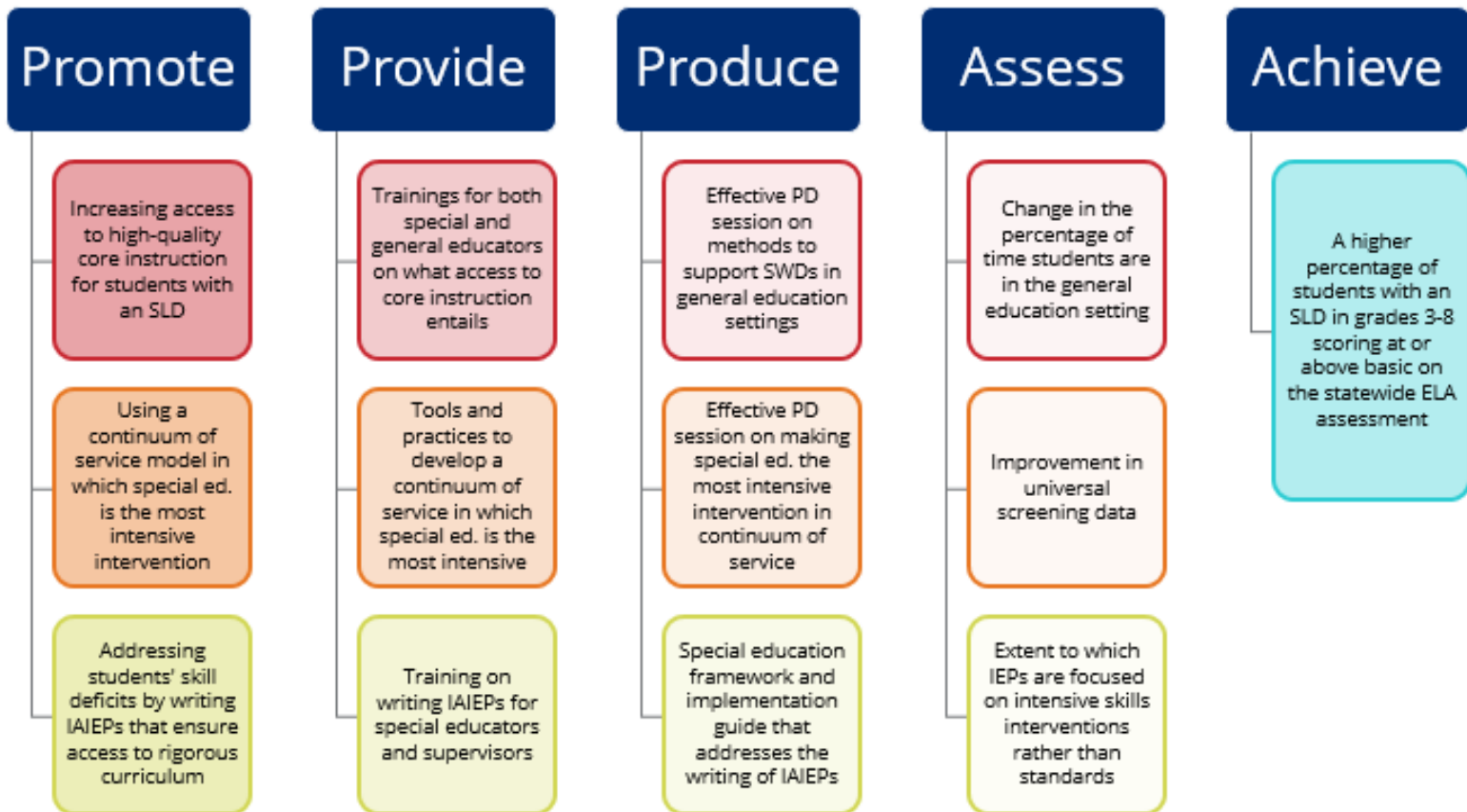
The insight of the federal technical assistance centers has been invaluable throughout the development of plans in the Phase I and Phase II reports and the reporting on results in subsequent Phase III reports. Tennessee wants to continue receiving their continued support throughout Phase III implementation.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

Appendix

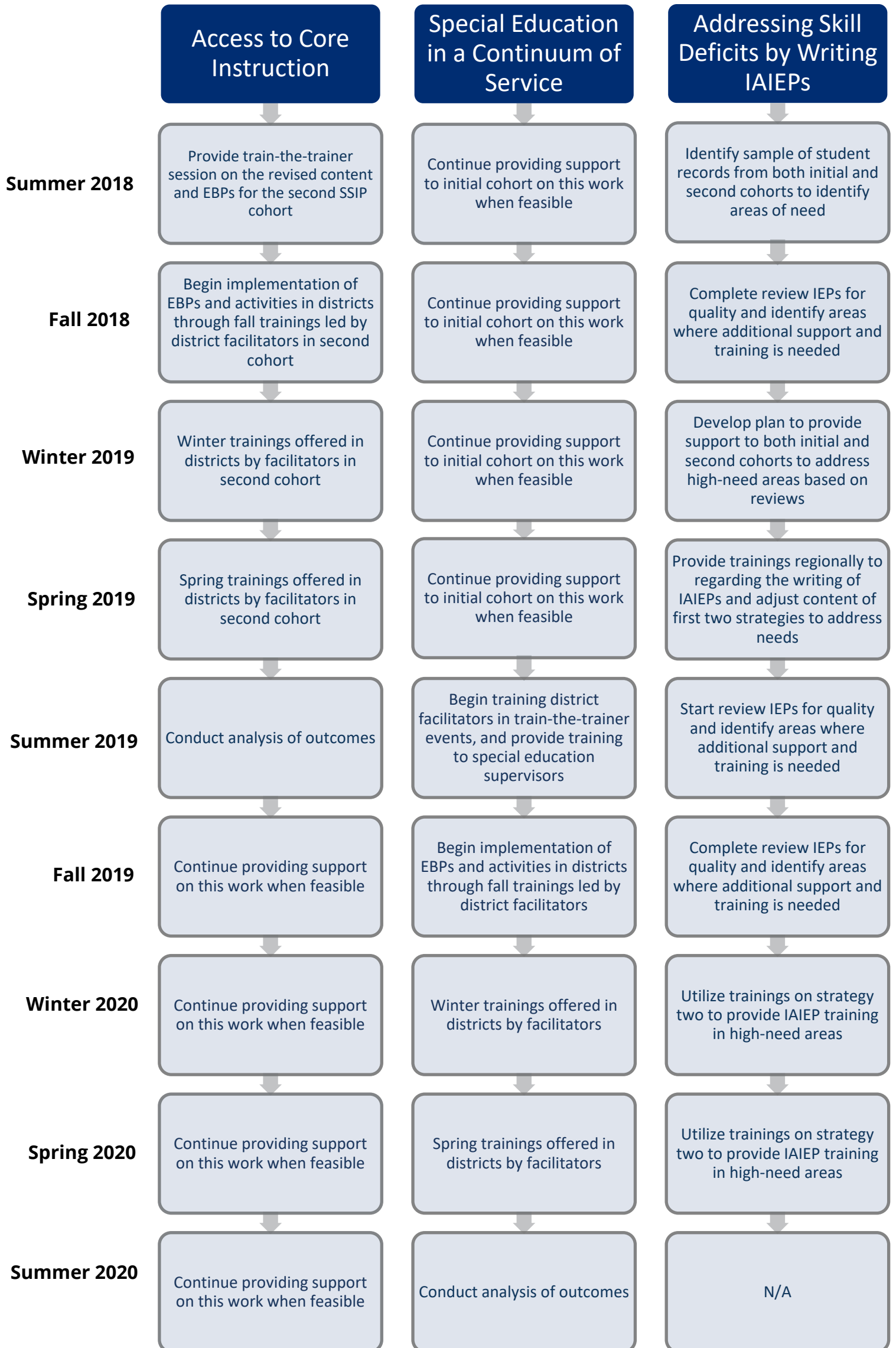
SSIP Phase III – 3



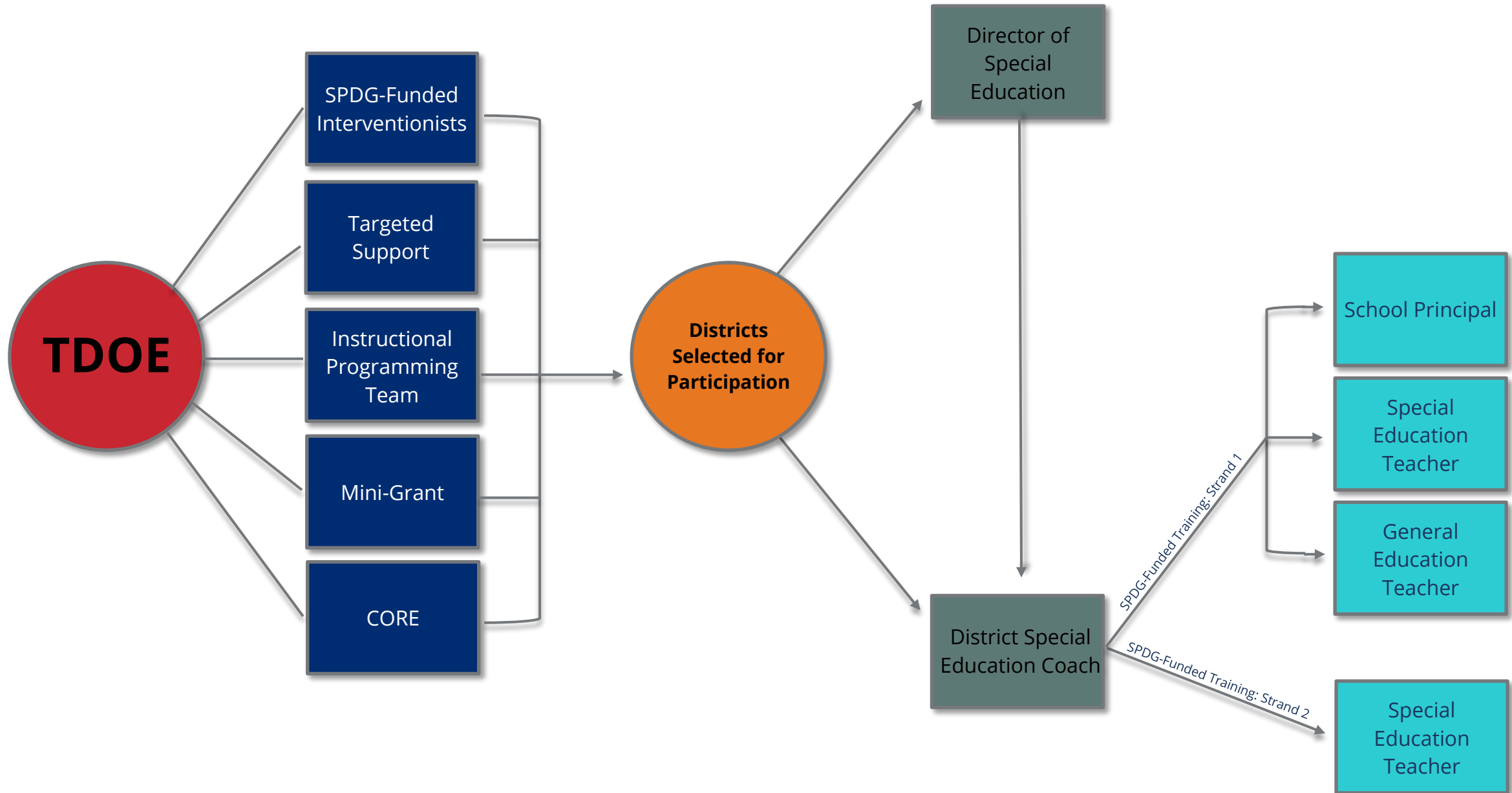
Theory of Action



Revised Detailed Implementation Plan



Flow of Supports



State Systemic Improvement Plan (SSIP) Summit

Improvement Strategy 1: Increasing Access to Core Instruction

The Advisory Council summit was held in the 2017-18 school year, during which the executive director of special populations and the executive director for data services led organized discussions regarding revised first coherent improvement strategy to educate Advisory Council members about the upcoming work. This strategy began in the 2018-19 school year in the SSIP 2.0 districts. It focuses on using the evidence-based practices of UDL and differentiation of instruction. There are 20 districts in the initial cohort implementing the activities.

To facilitate conversations, a quadrant covering the four areas addressed in this first strategy was developed, with three guiding questions for Advisory Council members to address as information about the trainings for this strategy were shared. The guiding questions were:

1. For what school audience would the content shared be useful/appropriate?
2. Could you envision similar activities employed in the classroom? If so, how and what activities?
3. Why is this information valuable with respect to students with disabilities?

<i>Mindset</i>	<i>Motivation</i>
1.	1.
2.	2.
3.	3.
<i>Universal Design for Learning (UDL)</i>	<i>Differentiation</i>
1.	1.
2.	2.
3.	3.

Additional guiding questions about the data shared throughout the summit were also included. These questions were as follows:

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

Responses from Advisory Council staff for the quadrant questions as well as the data questions have been aggregated and provided below.

Quadrant 1: Mindset:

1. For what school audience would the content shared be useful?
 - Administrators/teachers
 - Students, teachers, school system, family, community
 - All – parents, teachers, students, administration
 - School system, parents, students, teachers, principal
 - All stakeholders – students, parents, teachers, administrators
 - Principal
 - Gen education teachers, principals, parents
 - Teachers
 - All
 - Teacher
 - All
 - Students, staff, faculty
2. Could you envision similar activities employed in the classroom? If so, how and what activities?
 - Need more tools for teacher toolbox, the only way to change mindset
 - Professional development meetings
 - Activities with students within the classroom
 - Yes – professional development
 - Do with students
 - Students
 - Encourage activities to promote open mindset (active – in students)
 - Administrators
 - Could be simplified for use with students of all ages
 - Positive goal setting
 - Yes – simplify for young children
 - Intent, self-esteem
3. Why is this information valuable with respect to students with disabilities?
 - More positive focus
 - Motivation/improvement of self-worth, a holistic approach
 - What they can do versus what they can't do
 - Improvement with self-worth – updated

- Focus on what they can do
- Parents
- Look at ability not disability
- Parents and students
- SWDs need to know they can learn and grow
- Improve and close gap
- It encourages growth. Teachers can change perception
- Why not, why exclude them – low expectations

Quadrant 2: Motivation:

1. For what school audience would the content shared be useful?
 - Classroom teachers, school principals, parents
 - Same as mindset/community
 - Same as mindset
 - Same as mindset
 - Parents
 - Same as mindset
 - Parents!
 - Admin
 - All
 - All staff and parents
 - Students/Teachers/Parents
2. Could you envision similar activities employed in the classroom? If so, how and what activities?
 - Tell every student something positive about their academic performance every day
 - Same as mindset/professional development meetings
 - Teachers
 - Similar word puzzles
 - Yes!
 - Teachers
 - Yes
 - With kids to empower
 - Yes
 - Reduce – diminish
3. Why is this information valuable with respect to students with disabilities?
 - They are desperate to hear something positive
 - Same as mindset/a holistic approach
 - Engaged in their own learning
 - Start with the positive, not negative
 - Students
 - Motivation more important for kids with disabilities

- Your statement that motivation is situational!! Extremely important and vital for teachers to know that they can change the environment to one that can motivate the student
- Students
- Many teachers of SWDs “give up” before they give students a chance
- Promotes self-awareness, teamwork with teacher and student
- Changes mindset, helps people see that motivation is not a fixed trait
- Advocate

Quadrant 3: Universal Design for Learning:

1. For what school audience would the content shared be useful?
 - Classroom teachers, contractors, parents, therapists
 - Students, school system, family, parent meetings
 - All
 - All – parent meetings
 - Engage brain
 - All stakeholders
 - Gen education and special education teachers
 - Admin
 - All
 - All staff and parents
 - Teachers, administrators
 - All students
2. Could you envision similar activities employed in the classroom? If so, how and what activities?
 - Make sure teachers/educators have a big toolbox
 - Role playing
 - Situational – what would you? Role playing
 - Delivery
 - Reading plays to appeal to different learning styles
 - Teachers
 - Yes
 - Environment assessment
 - Yes
 - Relate to pictures – video, performance, music, visual aids
3. Why is this information valuable with respect to students with disabilities?
 - DWD need that big toolbox mentality
 - It is inclusive
 - Inclusive
 - Expression
 - Parents
 - SWDs can learn when they are taught “the way they learn”

- Expectation – access for all
- Means their teachers will be open to more options

Upcoming implementation activities:

- Spring facilitator-led district trainings (spring 2017)
- Completion of classroom observations to measure fidelity of implementation
- CoPs

Quadrant 4: Differentiation of Instruction:

1. For what school audience would the content shared be useful?
 - Classroom teachers
 - Teachers
 - Teachers – gen education and special education
 - Student separation not inclusive because differentiation
 - Every student has access and opportunity
 - All stakeholders
 - Teacher/students
 - Teachers and students, parents
 - Teachers
 - All
 - All staff and parents
 - All classroom personnel
 - All students not just grade level
2. Could you envision similar activities employed in the classroom? If so, how and what activities?
 - Would work for all students
 - DD provoking thoughts
 - For all lessons
 - Class – access, all children challenged
 - Teaching up
 - Use similar pictures tasks based on word search
 - With vocab words to show understanding
 - Admin
 - Yes
 - Yes – could help with inferencing
 - Visual aids, pictures, puzzles, sequencing
3. Why is this information valuable with respect to students with disabilities?
 - Better access to general curriculum
 - Teaching up mindset
 - Help seeing that all students are different at all to learn
 - Teaching up – not lowering expectations
 - Students

- Teachers must understand the true meaning of differentiation if they teach SWDs
- Promotes positive use of differentiation
- Provides new mindset
- Giving them opportunity to learn

Data: Based on data, what further question do you have?

- I would like to see more detail per LEA and which LEAs participated
- Comparison to previous data re: students meeting expectations/not meeting expectations and after
- Why did the two schools dropout and were their reasons related to changes?
- How were the expectations and goals set?
- Steps for districts that goals were not met
- Why did a school drop out?
- Why did the district dropout? How were expectations set?
- What are next steps for those that did not meet expectations? Intervention for those systems?
- 45% [can't read] – didn't meet???. This seems high especially since SPDG district
- How will DOE monitor districts from the first cohort to ensure they are continuing the work?
- Direct teacher training – how to ensure it is more uniform across district
- What accounts for present level of performance
- How appropriate is IEP
- Follow up with districts that completed SPDG
- Follow up, next steps, how goals set

Data: What do the data tell you is working or could be improved upon?

- Data continues to show that the grant is working and SWDs are making growth
- Expectations – how were they set?
- Awareness has increased. Improvement still needed in putting in practice
- Teacher knowledge and skills is obviously growing as indicated in summary
- Receptive
- Present level of performance
- Narrative

Data: Do you feel we're being responsive to data and feedback?

- That would depend on what is shown on the LEA-specific data for 1.0 districts
- Somewhat – what are next steps?
- Yes

Strategy 2 (1.0 Districts): Spring 2018 Training Surveys

On a scale of 1-4 (with 1 being "Strongly Disagree" and 4 being "Strongly Agree"), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that reading for full understanding is always the goal	181	1.7%	1.7%	44.2%	52.5%
I understand better that I must actively overcome barriers to generalization and transfer of new student learning	181	1.1%	0.6%	48.1%	50.3%
I understand better that programs do not teach students – teachers do, and resources must be aligned to student need	181	1.1%	0.6%	35.4%	63%
My ability to determine appropriately aligned intervention resources for each individual student based on diagnostic assessments has increased	181	1.7%	1.7%	48.6%	48.1%
I am confident in my ability to determine appropriately aligned intervention resources for each individual student based on diagnostic assessments	181	1.1%	1.7%	59.1%	38.1%
My ability to strategically evaluate student progress using both mastery and general outcome measures has increased	181	1.1%	2.2%	54.7%	42%
I am confident in my ability to strategically evaluate student progress using both mastery and general outcome measures	181	1.1%	2.2%	57.5%	39.2%
My ability to adapt instruction, according to mastery measure monitoring, to meet each student's need has increased	181	1.1%	1.7%	54.1%	43.1%
I am confident in my ability to adapt instruction, according to mastery measure monitoring, to meet each student's need	181	1.1%	1.1%	57.5%	40.3%
I understand the next steps I need to take to implement this training	181	1.1%	2.2%	51.9%	44.8%

Strategy 2 (1.0 Districts): Aggregate Confidence Data

Ability to Implement Interventions with Fidelity

As a result of the trainings on Strategy 2 in the 2017-18 school year:	Agree
I am confident in my ability to implement delivery methods that work for memory	96.4%
I am confident in my ability to create a classroom climate where language, environment, and delivery empowers students and shows them their value	99.1%
I am confident in my ability to differentiate instruction and tasks to meet differing literacy strengths and needs	97.1%
I am confident in my ability to use the context of reading assessment data to inform intervention decisions	92.4%
I am confident in my ability to analyze reading assessment data for the root cause of reading difficulties, looking beyond screening data and symptomatic behaviors	91.2%
I am confident in my ability to determine appropriately aligned intervention resources for each individual student	91.5%
I am confident in my ability to determine appropriately aligned intervention resources for each individual student based on diagnostic assessments	97.2%
I am confident in my ability to strategically evaluate student progress using both mastery and general outcome measures	96.7%
I am confident in my ability to adapt instruction, according to mastery measure monitoring, to meet each student's need	97.8%
Aggregated Fidelity	95.49%

Strategy 1 (2.0 Districts): Fall 2018 Training Surveys

4	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that learning requires grouping, ordering, connecting, and personal reflection	600	2.2%	2.3%	57%	38.5%
I understand better that motivation is influenced most by the climate/environment of the classroom	600	2.2%	3.2%	50%	44.7%
I understand better that language, both verbal and nonverbal, are powerful tools for student learning	600	2.5%	1.8%	50.3%	45.3%
My ability to implement instructional strategies that work for learning and memory has increased	597	2.5%	4.7%	61%	31.8%
My ability to create a classroom climate where language, environment, and instruction empowers students and show them their value has increased	599	2.5%	3.7%	55.8%	38.1%
My ability to engage students by using principles of human motivations has increased	599	2.5%	5.5%	58.1%	33.9%
My knowledge of how to support SWDs in the general education classroom has increased	599	3.2%	10%	58.1%	28.7%
My ability to support SWDs in the general education classroom has increased	599	3.3%	9.7%	58.8%	28.2%
I understand the next steps I need to take to implement this training	599	2.0%	4.5%	61.1%	32.4%

Strategy 1 (2.0 Districts): Winter 2019 Training Surveys

On a scale of 1-4 (with 1 being "Strongly Disagree" and 4 being "Strongly Agree"), rate the following statements:	n	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand better that UDL is a set of principles that help educators design "for the edges," because student differences are inevitable and valuable	491	2.4%	3.5%	59.3%	34.8%
I understand better that delivery modes for instruction affect memory	491	1.4%	2.4%	55.6%	40.5%
I understand better that simply "covering" material does not lead to retention or understanding	491	1.4%	2.9%	49.9%	45.8%
I understand better that literacy has six parts, with three inputs and three outputs	491	1.8%	1.8%	57.2%	39.1%
My ability to implement UDL principles that make learning accessible and beneficial to all students has increased	491	2.4%	7.5%	60.3%	29.7%
My ability to increase effective delivery modes while decreasing less effective ones has increased	489	2.2%	6.1%	61.1%	30.5%
My ability to provide access to instruction and tasks by assessing and aligning to students' literacy strengths and needs has increased	489	2.5%	6.1%	62.6%	28.8%
My knowledge of how to support SWDs in the general education classroom has increased	489	3.1%	9.2%	58.7%	29%
My ability to support SWDs in the general education classroom has increased	489	3.5%	10%	58.5%	28%
I understand the next steps I need to take to implement this training	489	3.3%	4.7%	63.6%	28.4%

Evaluation Data Table

Question Number	Evaluation Question	Indicator of Performance	Data Reported
Process Evaluation Questions¹⁶			
1 (2.0 Districts)	How many district- and school-level teams participated in training and professional development (PD) sessions relative to increasing access to core instruction and using EBPs like UDL and differentiation of instruction?	District-level and school-level teams participated in required sessions on these EBPs.	<p>Fall:</p> <ul style="list-style-type: none"> • General educator counts: <u>722 staff from 75 of the 76 participating schools</u> • Administrator counts: <u>68 staff from 51 of the 76 participating schools</u> • Special educator counts: <u>136 staff from 70 of the 76 participating schools</u> <p>Winter:</p> <ul style="list-style-type: none"> • General educator counts: <u>614 district staff from 65 of the 76 participating schools</u> • Administrator counts: <u>59 district staff in 45 of the 76 participating districts</u> • Special educator counts: <u>100 educators in the 57 of the 76 participating schools</u> <p>Spring: Information will be available in summer 2019.</p>
1.a (2.0 Districts)	Did all the staff required from the school-level team attend the training and PD sessions (principal, special education teacher, and general education teacher)?	District-level and school-level teams participated in required sessions on these EBPs.	<p>Fall: Based on the self-reported attendance information and qualifying information from SPDG interventionists, at least one member of each 76 school teams participated in fall training. <u>Of these 76 school teams, 44 had all three required team members in attendance.</u></p>

¹⁶ Data for questions 1-5 subject to change based on updated information received through the 2018-19 school year. Data for questions 6-10 changed based on updated information received during the 2017-18 school year.

			<p>Winter: Based on the self-reported attendance information and qualifying information from SPDG interventionists, at least one member of each 66 school teams participated in winter training (only includes counts of schools that have held and/or reported on winter trainings as of March 2019). <u>Of these 66 school teams that have held and reported on winter trainings, 37 had all three required team members in attendance.</u></p> <p>Spring: Information will be available in summer 2019.</p>
<p>1.b (2.0 Districts)</p>	<p>Did the team members feel the training prepared them for next steps?</p>	<p>90% reported that they found the sessions prepared them for next steps.</p>	<p>Fall: 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>93.5% agreed that the session prepared them for next steps.</u></p> <p>Winter: 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>92% agreed that the session prepared them for next steps.</u></p> <p>Spring: Information will be available in summer 2019.</p>
<p>2 (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities increased their knowledge of how to support SWDs in core instruction?</p>	<p>80% agree that the training and PD opportunities increased their knowledge in this area.</p>	<p>Fall: 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>86.8% agreed that the sessions</u></p>

			<p><u>increased knowledge of how to support SWDs in core instruction.</u></p> <p>Winter: 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>87.7% agreed that the sessions increased knowledge of how to support SWDs in core instruction.</u></p> <p>Spring: Information will be available in summer 2019</p>
<p>3 (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities improved their ability to support SWDs in core instruction?</p>	<p>70% agree that the training and PD opportunities improved their ability to support SWDs in general education classroom.</p>	<p>Fall: 64.69% of participants in the fall trainings responded via survey to address this evaluation question. Of the 599 respondents to this question, <u>87% agreed that the session improved their ability to support SWDs in core instruction.</u></p> <p>Winter: 63.26% of participants in the winter trainings responded via survey to address this evaluation question. Of the 489 respondents to this question, <u>86.5% agreed that the session improved their ability to support SWDs in core instruction.</u></p> <p>Spring: Information will be available in summer 2019.</p>

<p>4 (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction reporting that these opportunities improved their ability to implement with fidelity the interventions intended to support SWDs in core instruction?</p>	<p>70% agree they are implementing learned strategies with fidelity during the spring after beginning implementation.</p>	<p><u>N/A</u> Data to be gathered in the spring 2019 survey, subsequent to spring trainings. Should be aggregated in the summer of 2019.</p>
<p>5 (2.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on access to core instruction indeed implementing interventions with fidelity?</p>	<p>70% are implementing strategies with fidelity.</p>	<p>Preliminary Data: To date, 171 teachers received two observations using the differentiation inventory between three to six months apart. Overall scores were assigned to one of four quartiles. <u>43.9% of teachers increased to a higher quartile in the second observation, and 70.2% of teachers observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.</u> All data will be finalized in the summer of 2019.</p>
<p>6 (1.0 Districts)</p>	<p>How many district- and school-level staff participated in training and PD sessions relative to ensuring special education is the most intensive intervention in a continuum of service model and using EBPs like RTI², multi-sensory approaches, and data-based decision-making?</p>	<p>At least one special educator from participating schools attended all required sessions on these EBPs.</p>	<p>Fall:</p> <ul style="list-style-type: none"> • Special educator counts: <u>515 educators in the 220 participating schools</u> • Other district staff counts: <u>111 district staff in the 28 participating districts</u> <p>Winter:</p> <ul style="list-style-type: none"> • Special educator counts: <u>401 educators in 189 schools</u> • Other district staff counts: <u>82 district staff in 24 of the participating districts</u> <p>Spring:</p> <ul style="list-style-type: none"> • Special educator counts: <u>249 educators in 126 schools</u>

			<ul style="list-style-type: none"> Other district staff counts: <u>46 district staff in 19 of the participating districts</u>
<p>6.a</p> <p>(1.0 Districts)</p>	<p>Did the requisite staff attend the training and PD sessions (special education supervisor and special education teacher)?</p>	<p>At least one special education teacher from participating schools attended required sessions on these EBPs.</p>	<p>Fall: Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>220 of these 224 participating schools had at least one special educator in attendance.</u></p> <p>Winter: Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>189 of these 224 participating schools had at least one special educator in attendance.</u></p> <p>Spring: Based on the self-reported attendance information and qualifying information from SPDG interventionists, <u>126 of these 224 participating schools had at least one special educator in attendance.</u></p>
<p>6.b</p> <p>(1.0 Districts)</p>	<p>Did the team members feel the training prepared them for next steps?</p>	<p>90% reported that they found the trainings prepared them for next steps.</p>	<p>Fall: 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 435 respondents to this question, <u>97% agreed that the session prepared them for next steps.</u></p> <p>Winter: 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 364 respondents to this question, <u>91.7% agreed that the session prepared them for next steps.</u></p>

			<p>Spring: 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this question, <u>96.7% agreed that the session prepared them for next steps.</u></p>
<p>7 (1.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased their knowledge of how to make special education services the most intensive level of intervention?</p>	<p>80% agree that the training and PD opportunities increased their knowledge in this area.</p>	<p>Fall: 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 436 respondents to this question, <u>96.9% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p>Winter: 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 363 respondents to this question, <u>94.37% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p> <p>Spring: 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this question, <u>97.83% agreed that the sessions increased knowledge of how to make special education the most intensive level of intervention (based on average of survey's three knowledge questions).</u></p>

<p style="text-align: center;">8 (1.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities improved their ability to make special education services the most intensive level of interventions?</p>	<p>70% agree that the training and PD opportunities improved their ability to make special education the most intensive intervention.</p>	<p>Fall: 69.9% of participants in the fall trainings responded via survey to address this evaluation question. Of the 436 respondents to this question, <u>95.67% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p>Winter: 70.30% of participants in the winter trainings responded via survey to address this evaluation question. Of the 363 respondents to this question, <u>92.63% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u></p> <p>Spring: 56.9% of participants in the spring trainings responded via survey to address this evaluation question. Of the 181 respondents to this question, <u>96.87% agreed that the session improved their ability to make special education the most intensive intervention (based on average of survey's three ability questions).</u>¹⁷</p>
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¹⁷ See Appendix for "[Strategy 2: Spring 2018 Trainings](#)" chart (page 58).

<p>9 (1.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model reporting that these opportunities increased confidence in their ability to implement with fidelity the interventions intended to make special education services the most intensive level of interventions?</p>	<p>70% agree they are implementing learned strategies with fidelity during the spring after beginning implementation.</p>	<p>Participants responded to a series of responses¹⁸ after the fall, winter, and spring trainings addressing learned strategies and whether they had increased confidence in their ability to implement them with fidelity. Based on overall responses, an aggregate fidelity of <u>95.49% of respondents agreed that they increased confidence in their ability to implement with fidelity the interventions intended to ensure special education services are the most intensive.</u></p>
<p>10 (1.0 Districts)</p>	<p>Are staff who participated in trainings and PD sessions on special education within a continuum of service model indeed implementing interventions with fidelity?</p>	<p>70% are implementing interventions with fidelity.</p>	<p>In total, 72 teachers received two observations using the differentiation inventory between three to six months apart. Overall scores were assigned to one of four quartiles. <u>61.1% of teachers increased to a higher quartile in the second observation, and 98.6% of teachers observed received scores for the second observation in the top three quartiles of scores, which can be regarded as having met fidelity.</u></p>
<p>11 (2.0 Districts)</p>	<p>How many staff attended trainings relative to writing IAIEPs?</p>	<p>At least one staff member from districts selected to participate in SPDG-funded SSIP trainings attended a training provided on writing IAIEPs.</p>	<p>Of the 610 respondents to the survey requesting this baseline information from the SSIP 2.0 cohort, 109 stated they had received training on writing IAIEPs. This is expected, as the majority of participants in work are general educators. This information was also compared to district-level training data regarding IAIEPs in each of the 20 participating districts. Staff within each of the districts had received and/or offered training on writing IAIEPs. Given this input through the two sources, <u>it was confirmed that at least one staff</u></p>

¹⁸ See Appendix for "[Strategy 2: Aggregate Confidence Data](#)" chart (page 59).

			<u>member in the participating districts attended a training on writing IAIEPs.</u>
11.a (2.0 Districts)	Did the team members find the training and PD sessions valuable, high-quality, and relevant?	80% reported that they found the sessions valuable, high-quality, and relevant.	Of the 109 respondents who answered this question in the aforementioned survey and stated they attended training sessions on IAIEPs, <u>96.3% of the respondents reported that they found the sessions valuable, high-quality, and relevant.</u>
12 (2.0 Districts)	Are staff who participated in trainings and PD sessions on writing IAIEPs reporting that they (and/or staff they trained) are utilizing the skills and principles learned in their trainings when completing IEPs?	80% agree they are utilizing these skills.	Of the 109 respondents who answered this question in the aforementioned survey and stated they attended training sessions on IAIEPs, <u>84.1% of the respondents reported that they are utilizing the skills and principles learned in their trainings when completing IEPs.</u>
13 (1.0 & 2.0 Districts)	Are staff (and/or the staff they trained) who participated in trainings and PD sessions on writing IAIEPs incorporating the skills and principles in their practice with fidelity?	One year after implementation, 75% or more of the records reviewed utilizing the quality rubric in each of the eight areas evaluated are meeting or exceeding expectations.	Data provided reflects the percentages of student records meeting or exceeding expectations for each of the eight IEP content areas outlined in the state-developed rubric. ¹⁹ For SSIP 1.0 districts, baseline data was captured in the 2016-17 school year. Comparison files were pulled in the 2017-18 school year. Decreases in performance for these districts from 2016-17 to 2017-18 are highlighted in red, while increases are highlighted in green. SSIP 1.0 Districts (second year comparison data) Narratives: 56.73% of files meeting or exceeding expectations Present Levels of Performance: 58.55% of files meeting or exceeding expectations

¹⁹ A state-developed rubric, *High-Quality IAIEP Development*, can be found [here](#).

			<p>Measurable Annual Goals: 66.17% of files meeting or exceeding expectations Accommodations/Modifications: 77.09% of files meeting or exceeding expectations Testing Accommodations: 74.53% of files meeting or exceeding expectations Services: 75.99% of files meeting or exceeding expectations Transition Plans: 68.38% of files meeting or exceeding expectations Overall IEP and Procedures: 71.63% of files meeting or exceeding expectations</p> <p><i>More information can be found in Figure 3.3 on page 39.</i></p> <p>Baseline files were also pulled for SSIP 2.0 districts in the 2017-18 school year.</p> <p>SSIP 2.0 Districts (baseline data)</p> <p>Narratives: 43.5% of files meeting or exceeding expectations Present Levels of Performance: 54.28% of files meeting or exceeding expectations Measurable Annual Goals: 62.08% of files meeting or exceeding expectations Accommodations/Modifications: 73.6% of files meeting or exceeding expectations Testing Accommodations: 77.65% of files meeting or exceeding expectations Services: 73.98% of files meeting or exceeding expectations Transition Plans: 64.65% of files meeting or exceeding expectations</p>
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			<p>Overall IEP and Procedures: 69.51% of files meeting or exceeding expectations</p> <p><i>More information can be found in Figure 3.4 on page 40.</i></p>
Outcomes Evaluation Questions			
<p style="text-align: center;">14</p> <p>(1.0 & 2.0 Districts)</p>	<p>What is the change in the percent of students with an SLD in the general education setting 80% or more of the day?</p>	<p>There is no regression in the percentage of students with an SLD in general education 80% or more of the day within participating districts from the baseline school year to the end of each year of implementation.</p>	<p>SSIP 1.0 Districts</p> <ul style="list-style-type: none"> • Baseline Data <u>79.83% of students with an SLD in the general education setting 80% or more of the day as of Dec. 1, 2015.</u> • Data After Year 1 Implementation <u>82.18% of students with an SLD in the general education setting 80% or more of the day as of May 1, 2017.</u> • Data After Year 2 Implementation <u>82.30% of students with an SLD in the general education setting 80% or more of the day as of May 1, 2018.</u> <p>SSIP 2.0 Districts</p> <ul style="list-style-type: none"> • Baseline Data <u>79.83% of students with an SLD in the general education setting 80% or more of the day as of Dec. 1, 2017.</u> • Data After Year 1 Implementation Data to be pulled on May 1, 2019.

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

<p>16 (1.0 & 2.0 Districts)</p>	<p>Is the percentage of students with an SLD in grades 3–8 scoring at or above <i>Approaching</i> on the statewide ELA assessment increasing?</p>	<p>There is an increase by three percent annually, based on baseline data, in the percentage of students with an SLD in grades 3–8 scoring at or above <i>Approaching</i> on the statewide ELA assessment.</p>	<p>SSIP 1.0 Districts</p> <p>Year 1 – 2015-16: Due to issues with Tennessee’s assessment vendor in the 2015-16 school year (see “Data Quality Issues”), no comparisons will be available to conduct in year one of implementation. Assessment data from the 2016-17 school year will serve as the baseline.</p> <p>Year 2 – 2016-17: New Baseline: <u>36.31% of students with an SLD participating on the ELA 3-8 assessment were at or above “Approaching” (previously termed “basic”).</u></p> <p>Year 3 – 2017-18: <u>36.51% of students with an SLD participating on the ELA 3-8 assessment were at or above “Approaching” (previously termed “basic”).</u></p>
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			<p>SSIP 2.0 Districts</p> <p>Year 1 - 2017-18: <u>39.75% of students with an SLD participating on the ELA 3-8 assessment were at or above "Approaching" (previously termed "basic").</u></p> <p>Year 2 - 2018-19: Will have data in the fall of 2019</p>
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