

DE State Systematic Improvement Plan (SSIP) Project-Level Evaluation Plan

| Evaluation Questions | Audience (Who are data collected from?) | Instrument (How are data collected?) | Timeline (When are data collected?) | Data Analysis (How will data be analyzed?) | Person(s) Responsible | Who are results communicated to? | How are results reported? |
|--|--|--|--|---|---|---|---|
| 1. To what degree was Implementation Science used to lead to change at the DDOE, SEAs, and LEAs? | <ul style="list-style-type: none"> • DDOE/AIR staff • LEA & school administrators • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Surveys/Interviews/ focus groups • Annual participant impact survey | <ul style="list-style-type: none"> • After trainings • May each year | <ul style="list-style-type: none"> • Tracking of activities • Document reviews | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff | <ul style="list-style-type: none"> • SSIP Core Team & Advisory Council • DDOE Leadership • OSEP | <ul style="list-style-type: none"> • Interim reports • Annual report |
| 2. Was the professional learning on culturally competent literacy instruction & sensitivity to the needs of students & families delivered effectively and impact instruction? | <ul style="list-style-type: none"> • DDOE/AIR staff • LEA & school administrators • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Evaluations of training & coaching • Annual participant impact survey • Fidelity tools/ Observations | <ul style="list-style-type: none"> • After trainings • As fidelity observations are scheduled • May each year | <ul style="list-style-type: none"> • Tracking of activities • Descriptive, frequency, & qualitative analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff | <ul style="list-style-type: none"> • SSIP Core Team & Advisory Council • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Interim reports • Annual report • InfoGraphics • DDOE communication channels |
| 3. Were partnerships developed & did communication occur among DDOE staff, parent agencies, LEA administrators, & teachers to support the use of early literacy/literacy strategies by families? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists • Family Groups • Families & students | <ul style="list-style-type: none"> • List of partnerships • Surveys/Interviews/ focus groups | <ul style="list-style-type: none"> • Ongoing | <ul style="list-style-type: none"> • Descriptive analyses • Document reviews | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff • Partner organizations | <ul style="list-style-type: none"> • PTI, GACEC, PTA, Parent Councils • OSEP | <ul style="list-style-type: none"> • Annual report • DDOE communication channels |
| 4. Was the PL to support implementation of literacy instruction in the Early Literacy Foundations & Common Core Standards effective in impacting teachers' knowledge and skills & student achievement? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Evaluations of training & coaching • Annual participant impact survey • Fidelity tools/ Observations • Outcome data | <ul style="list-style-type: none"> • After trainings • As fidelity observations are scheduled • May each year | <ul style="list-style-type: none"> • Tracking of activities • Descriptive, frequency, & qualitative analyses • Growth analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff • Partner organizations • Families & students | <ul style="list-style-type: none"> • SSIP Core Team & Advisory Council • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Interim reports • Annual report • Infographics • DDOE communication channels |
| 5. Did the PL on diagnostic processes & alignment with instructional strategies impact teacher skills & student achievement? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Evaluations of training & coaching • Annual participant impact survey • Fidelity tools/ Observations • Outcome data | <ul style="list-style-type: none"> • After trainings • As fidelity observations are scheduled • May each year | <ul style="list-style-type: none"> • Tracking of activities • Descriptive, frequency, & qualitative analyses • Growth analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff • Partner organizations | <ul style="list-style-type: none"> • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Interim reports • Annual report • Infographics • DDOE communication channels |
| 6. Did participants' expectations for the performance of SWD increase? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists • Family Groups • Families & students | <ul style="list-style-type: none"> • Annual participant impact survey • Surveys/Interviews/ focus groups | <ul style="list-style-type: none"> • May each year | <ul style="list-style-type: none"> • Descriptive, frequency, & qualitative analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff • Families & students | <ul style="list-style-type: none"> • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Annual report • DDOE communication channels |

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|---|--|--|---|---|---|--|--|
| 7. Was high quality data & data-based decision making used to support implementation? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Fidelity tools/ Observations • Annual participant impact survey | <ul style="list-style-type: none"> • As fidelity observations are scheduled • May each year | Descriptive, frequency, & qualitative analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA Staff | <ul style="list-style-type: none"> • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Annual report • DDOE communication channels |
| 8. Did the information from the root cause analyses impact reading achievement, & allow for the allocation of differentiated supports & resources as appropriate? | <ul style="list-style-type: none"> • DDOE/AIR staff • Teachers/staff • Literacy Specialists | <ul style="list-style-type: none"> • Annual participant impact survey | <ul style="list-style-type: none"> • Fidelity tools/ Observations | <ul style="list-style-type: none"> • Root Cause Analyses | <ul style="list-style-type: none"> • Evaluator • AIR • DDOE staff • LEA staff | <ul style="list-style-type: none"> • DDOE Leadership • LEA & school administrators & staff • OSEP | <ul style="list-style-type: none"> • Interim reports • DDOE communication channels |