INDIANA DEPARTMENT *of* EDUCATION

2022-2023 Indiana State Systemic Improvement Plan

FFY 2021-2022

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Executive Summary

Indiana's State Systemic Improvement Plan (SSIP) provides the State Identified Measurement of Results (SiMR), Indiana's Theory of Action (ToA), and the goals, activities, stakeholder groups, and tools used to monitor progress toward the SSIP initiatives. The challenges that the nation has faced since 2020 has had significant impacts on education, and throughout FFY 2021-2022, Indiana has experienced both recovery and ongoing challenges. Along with all Indiana educators, the SSIP Team has made concerted efforts to understand the impact, continue the efforts begun in 2021, and act quickly and intently to address the needs of Hoosier students, families, and schools.

The FFY 2022 SSIP focuses on the three indicators within the Theory of Action (ToA): Systemic Alignment, Multi-Tiered System of Support (MTSS)/Universal Design for Learning (UDL) Implementation, and Early Literacy/Science of Reading. Indiana believes addressing these three areas through intense, targeted technical assistance in a select number of school districts will yield outcomes desired in the SiMR and provide data to support scale-up opportunities statewide.

History of the Indiana SSIP

Indiana's SSIP was initially implemented through a partnership with the Indiana Department of Education (IDOE) Division of Outreach and State Development Network (SDN) as part of school improvement. The plan initially aimed to increase systemic alignment and begin the installation of the selection of evidenced-based practices within three site schools. In the second year of implementation, Indiana's state education agency infrastructure had significant changes, which caused the originally developed SSIP Team to investigate partnerships within the reorganized IDOE. The original SSIP Team discussed what work had been done with the schools/districts and discussed options regarding the SSIP, including the Indiana SiMR, the ToA, the Logic Model (See Appendix A), and overall implementation of SSIP. The core team focused on building internal and external partnerships to ensure alignment and expertise related to improving literacy by the third grade. The ToA has remained unchanged, as Systemic Alignment, MTSS/UDL, and Early Literacy based on Evidence-Based Practices (EBPs) are foundational components of reaching the SiMR. The path to achieving the SiMR using these components requires ongoing attention to the data with effective analysis to ensure continuous quality improvement. The state team and stakeholders have worked tirelessly to develop a system that addresses the goals set within the ToA: the support of inclusive practices to ensure equity and access to improve outcomes for each and every student in Indiana.

SECTION A: DATA ANALYSIS

State-Identified Measurable Results (SiMR) for Children with Disabilities

Improving results for children with disabilities by improving educational services is of the utmost importance. Indiana will continue to implement the SSIP using the SiMR as a long term measure of effectiveness. Indiana's SiMR is as follows:

> ***Indiana will increase reading proficiency achievement on the Indiana Reading Evaluation and Determination (IREAD-3) assessment by at least .5% each year for all grade three students, including those with disabilities attending elementary schools participating in the Indiana SSIP Initiatives.***

Data Analysis

The primary source of data related to the SSIP is the state summative reading assessment administered to all grade three students (additional information below). The primary analysis provides the measurement for the SiMR, demonstrating an increase in state assessment performance for all students. The data from this assessment is also disaggregated to allow for multiple analyses to inform the SSIP.

Other sources of data include stakeholder meeting agendas and notes, survey data, observations, interviews, and document analyses. These sources of data drive the analysis of state infrastructure included in this report.

IREAD-3 Data

The Indiana Reading Evaluation and Determination (IREAD-3) assessment measures foundational reading standards for grade three students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109) in 2010. This test is administered in April each school year, and all third grade students are required to participate in the assessment. The IREAD-3 is scored digitally, and the data is collected by IDOE. Statewide analyses of student outcomes collectively and by specific populations are represented by number of students who Pass/Fail and by percentages of Pass/Fail. These data are publicly disseminated on IDOE's website, including individual district and school data. The percentages of Pass/Fail for all students participating in the assessment for SSIP Cohort Schools are used to determine progress toward the state SiMR.

IREAD-3 is used for Indiana's SSIP report because it aligns with the SiMR, which states reading proficiency will increase by 0.5% each year by grade three. Since FFY 2016, the SSIP Team and SSIP stakeholder team has gathered and reviewed the statewide data, the targeted SSIP school

data, and district-specific cohort data yearly. Proficiency data of the general education and special education population over several years are compared to see trends and growth within the system.

HISTORICAL DATA: IREAD-3 Data	
Baseline Year	**Baseline Data**
2018	58.00%

TARGETS: IREAD-3 Data						
FFY	2020	**2021**	**2022**	**2023**	**2024**	**2025**
Target >=	58.50%	60.00%	60.50%	61.00%	61.50%	62.00%

FFY 2021 SPP/APR DATA: IREAD-3 Data						
IREAD Pass *N*	**IREAD Test *N***	**FFY 2020 Data**	**FFY 2021 Target**	**FFY 2021 Data**	**Status**	**Slippage**
61	68	76.61%	60.00%	89.71%	Met target	No slippage

Results of Ongoing Evaluation: Extent of Progress

When determining progress toward the SiMR using IREAD-3 data, Indiana has demonstrated improvement compared to prior years. In FFY 2020-2021, there was a significant decrease in performance statewide. The general education population experienced a 6% decrease, while the special education population experienced a 14% decline. This reflected the academic impact from the pandemic that was seen across the nation.

Despite the decrease in performance during pandemic years, Indiana is showing recovery, seen above, having made significant progress toward the SiMR. In FFY 2022, 81.6% of all third graders passed IREAD-3. While this is an improvement since COVID-19, IDOE is committed to making further progress toward the SiMR. As such, IDOE has set a goal for 95% of students in third grade to pass the IREAD-3 exam by 2027.

SSIP Modifications and Revisions

Based on ongoing evaluation, the following revisions have been made to the SSIP:

- **Support for stakeholders:** The importance of effective stakeholder teams cannot be understated. To support the recruitment, retention, and effectiveness of the stakeholder team, professional development related to the SSIP (e.g., policy, historical information, goals, measures, evaluation) will continue to be provided explicitly, in addition to professional development on the Science of Reading, discussed later in this document.

- **Development of useability measure:** In FFY 2020-2021, the SSIP Team found that the infrastructure analysis process left several important questions related to the SSIP unanswered. To address this, IDOE proposed that additional evaluative metrics and tools would be developed to ensure the stakeholder teams have the information necessary to effectively lead the implementation of the SSIP. Due to turnover in technical assistance vendors, IDOE was not able to accomplish this work in FY 2021-2022. IDOE is reconvening around the development of usability measures to identify an internal or external partner to help develop additional evaluative metrics and tools.

- **External Evaluation:** Given the challenges experienced as part of the infrastructure analysis, the addition of an external evaluator to the SSIP Team is recommended. The expertise afforded by an external evaluator will significantly contribute to the overall process.

Analysis of State Infrastructure to Support Implementation and Build Capacity

Based on Indiana's SSIP Theory of Action (ToA), data analysis, and evaluation plan, the SSIP Team and stakeholders during quarterly meetings reviewed: (a) SSIP components, including the ToA; (b) stakeholder engagement and stakeholders' role in the process; (c) the FFY 2020 evaluation plan; (d) infrastructure development and its accomplishments and needed improvements; (e) evidence-based practices; (f) SiMR and progress towards goals; (g) other data, including preschool outcomes, graduation rates, ISPROUT, and ILEARN; and (h) preschool and national discipline data. The review led to the identification of strengths and needed improvements to guide this work.

Governance

In FFY 2020-2021, the stakeholder team determined that the large number of stakeholder participants was a weakness within the evaluation plan. With that determination, the SSIP Team narrowed its members to address the challenges of implementing work with a large

group of stakeholders and time constraints. In FFY 2021-2022, IDOE proceeded with a smaller stakeholder team, while ensuring that the team continued to represent a broad base of stakeholders. This has been an improvement this year, and the SSIP Team will continue to engage a broadly representative but more intimate team. Further, the diverse stakeholder engagement through the year was a strength, based on the review of stakeholder participation reports (e.g., attendance/response rates). Overall, FFY 2021-2022 saw improved stakeholder representation and input related to the sustainability and plan for revision of the SSIP.

During FFY 2020-2021, there was a significant amount of turnover within the stakeholder teams, which presented a barrier to the work being managed effectively. To address this in FFY 2021-2022, the SSIP Team was formed in part with incoming staff who brought the expertise and insight needed to move the plan forward. As many of the team members were new to the SSIP, IDOE intentionally provided them training and support, particularly in the stakeholder engagement process and the Science of Reading, discussed later in this document. Another area of governance that was determined within the previous year's analysis was related to external evaluation. The SSIP Team at that time moved from an external evaluator to internal evaluation. Given the multiple barriers that the team has faced over the last two years, the lack of a team member specifically assigned to evaluation has been a weakness. The SSIP Team is reaffirming its commitment to improve the evaluation efforts in the coming year.

Fiscal Oversight

Fiscal oversight has proven to be an area of strength related to the SSIP. Within fiscal initiatives occurring at IDOE, resources will be available to implement the improvement strategies being identified.

Quality Standard

The strategic priorities set forth by IDOE includes three pillars: Student Learning and Opportunity, Educator Talent, Quality, and Value, and System Alignment and Capacity. Educator Talent, Quality, and Value includes working with educators to improve access to effective professional development, creating networks for sharing among educators, and improving guidance for those educating and mentoring rising educators. All of these components are included within the SSIP but need to be elevated to provide clarity, emphasize priority, and ensure monitoring. Coaching and mentoring is a prominent piece of the Science of Reading efforts, as discussed later in this document, and is an area of strength for IDOE.

Professional Development

There are several areas of professional development that have been analyzed related to the current SSIP, including internal and external professional development activities. As discussed above, there is an obligation to SSIP stakeholders to ensure their understanding of the intent of the project and their role as a stakeholder. This also holds true for staff

onboarding to IDOE's Monitoring Team; opportunities to develop resources that support IDOE's Monitoring Team's professional growth related to the SSIP is critical. Through IDOE's improved onboarding of new IDOE staff, including specific SSIP training, and the quarterly SSIP stakeholder meetings, professional development related to SSIP stakeholder training has been a strength of the SSIP efforts. Following professional development related to the role/responsibility of the stakeholder, participants reported an increased understanding of the role, as shown through survey results. This strategy led to improved stakeholder representation and input related to the sustainability and plan for revision of the SSIP. IDOE has also provided robust training to stakeholders relating to the Science of Reading, a strength from the last year.

Data Capacity

While data-based decision-making has been at the heart of the SSIP from its inception, the need for more robust and innovative measures must be prioritized. While the SiMR gives a long-term measure, the numerous strategies must also be included in the measurement process to ensure quality standards meet expectations. From the abilities within data systems to the comprehensive collection of data, the system of data capacity will be an opportunity for substantial growth with the SSIP. This again speaks to the necessity that all systems work together, with data capacity driving the systems. To address this, and in our commitment to make data more accessible to districts, Results Driven Accountability (RDA) is now accessed through the IDOE LINK portal, a web-based dashboard that allows for real-time submissions and review. The transition to LINK has improved data management and communication with local educational agencies (LEAs) and the SSIP Team.

Technical Assistance

As noted related to professional development, technical assistance also includes internal and external components. Internally, technical assistance is an ongoing and long-term process. Indiana is accessing technical assistance (TA) from National TA partners and will look to expand the scope of that work to fully benefit multiple levels of the system. Further, improvements have been made to IDOE's external TA. Previously, coaches provided through an external vendor met with districts only two times per month. Noting the limitations of relatively infrequent feedback from coaches, IDOE pursued a new process in FFY 2021-2022. Instead of relying on an outside vendor, IDOE trained coaches within the district, ultimately providing intensified technical assistance through a train-the-trainer model.

The current TA system also provides an opportunity for improved alignment with state initiatives. Noting an opportunity to combine expertise across IDOE departments to ensure high quality resources and support for educators and stakeholders, IDOE's Office of Special Education (OSE) partnered with the Office of Teaching and Learning to provide professional development, coaching, and education related to the Science of Reading, discussed later in this document.

Accountability

Monitoring and accountability is integral to the SSIP and a priority strategy for OSE. A weakness the SSIP Team identified this year was LEA participation in the SSIP. LEAs declined or left SSIP efforts largely because they were unsure who was responsible for accountability, oversight, and the frequency of support. Noting this, IDOE transitioned from providing accountability through an external vendor to providing it through IDOE directly in order to streamline communication, responsibility, and accountability. IDOE will continue with this process next year.

State Level Improvement Plans and Initiatives

There are several activities occurring at IDOE that will directly support the SSIP. Within OSE, there was an expansion of the Monitoring Team to include a partner technical assistance team, the Office of Student Supports and Accessibility. These teams collaborated on multiple SSIP systems aligned with the analysis and identified system improvements. As mentioned, OSE also focused on high quality talent recruitment throughout the Academics Team, including a focus on Early Literacy and the Science of Reading. Efforts relating to the Science of Reading, including professional development and coaching, have been a success this year and will continue into FFY 22-23.

Representatives

Ensuring diverse representation with SSIP stakeholders is a priority strategy. The list below indicates current and intended representatives.

- IDOE SSIP Stakeholders:
  - SSIP Coordinator
  - Early Childhood Specialist
  - Special Education Administrator
- Participants from participating LEAs
- Participant from non-participating LEA
- Parent representatives
- First Steps Administrator
- Other stakeholders

Selection of Coherent Implementation Strategies

Based on the information gleaned from the infrastructure analysis, coherent implementation strategies have been identified to be continued or implemented, including Systemic Alignment, MTSS/UDL, and Early Literacy/Science of Reading. To ensure fidelity within the SSIP, the strategies align to the ToA.

Systemic Alignment

The purpose of Systemic Alignment is to align state and local efforts around the evidence-based practices (EBPs) targeted in the SSIP. The implementation of these strategies support the SiMR by providing the analysis and planning necessary to ensure identified outcomes. Efforts to be continued or implemented include:
- SSIP Team engaging a broad base of stakeholders, including quarterly meetings on SSIP information, improvements, and evaluation
- SSIP Team members (internal and external) participating in professional development available through national technical assistance centers to improve understanding and implementation of the SSIP and more deeply understand the Science of Reading
- SSIP Team members investigating the addition of external evaluation services

MTSS/UDL

The purpose of MTSS/UDL is to support schools in the implementation of an effective intervention model that identifies student need and provides access to evidence-based interventions. The implementation of these strategies support the SiMR by providing evidence-based core instructional practices through professional development and technical assistance related to literacy development. Given the need for effective core instructional practices, the following universal supports have been developed and will continue to be refined based on feedback and disseminated to LEAs:

- Early Literacy Technical Assistance Plan
- Early Literacy Toolkit
- Evidence-Based Practices Crosswalk
- Other Targeted Technical Assistance based on identified need
- Development of usability metrics to determine the effectiveness of available resources

Early Literacy/Science of Reading

The purpose of Early Literacy is to provide statewide universal technical assistance in early literacy (i.e., Science of Reading), including targeted and intensive technical assistance for specific districts and schools. The implementation of the strategies support the SiMR by providing specific evidence-based practices included in the SSIP. With effective professional development and technical assistance, these practices are intended to directly improve the early literacy of students and address the SiMR.

The Science of Reading is a term used to describe the body of research about "reading, reading development, and best practices for reading instruction" (Petscher et al., 2020). There are several important facts about this body of research (Murray, 2021; Petscher et al., 2020):
- It is interdisciplinary. These studies have been conducted by numerous independent researchers from separate but connected fields, such as education, psychology (e.g., cognitive, developmental, school), linguistics, neuroscience,

and implementation science.

- It is substantial and well-established. It encompasses thousands of studies that have been conducted over the past 50 years.
- It is high-quality and scientifically-based. These studies use methods and procedures that are "rigorous, systemic, and objective" (ESSA, S.1177 -114th Congress 2015). For additional information related to the evidence base for the [State Early Literacy Implementation Plan](#).

The Science of Reading incorporates a coaching model. The greatest benefit to coaching, as a form of professional development, is that the support is job-embedded and continuous (Darling-Hammond et al., 2017). When educators receive consistent and relevant support that can be used specifically for the needs of their students and themselves, they have a greater likelihood of implementing new instructional practices or carrying out new initiatives with fidelity.

Because Indiana's Priorities for Early Literacy is rooted in the importance of early literacy instruction's focus on the Science of Reading, it requires that teachers are well trained, regularly supported, and continuously developed in this approach to reading instruction. This accessibility to support is the missing piece for the majority of educator professional development. Providing a coach gives teachers a common source of guidance and information that is necessary for them to seek improvement and change. It also supports and encourages a community of professionals continuing to learn from each other, thus impacting student reading and performance on the state assessment through changes in teacher practices.

In addition to yielding results in student achievement, coaching provides high-quality professional development. In a study of student achievement before and after the implementation of a coaching model, "There was a significantly greater percentage of students scoring at proficiency and a significantly smaller percentage of students scoring at-risk in schools where coaches spent more time working with teachers" (Bean, 2010). These outcomes have been reflected in multiple states like Mississippi and Louisiana, which have also used coaching as the main strategy to improve student literacy achievement. Specifically, Neufeld and Roper (2003) outline the positive improvements resulting from implementing a coaching model:

- Translation of teacher development into classroom practice;
- A willingness among teachers to share their practice with one another and seek learning opportunities from peers and coaches as well as a willingness to assume collective responsibility for their students' learning;
- High-quality principal leadership of instructional improvement;
- Successful school cultures based on instruction being the focus of teacher and principal interaction; and
- Instructional advancement informed by achievement data.

To help support Indiana's coaching model through the Science of Reading, the district instructional coach will continue to participate in State-supported intensive technical

assistance related to the implementation of the Science of Reading. The instructional coach will implement the practices gained from technical assistance through a train-the-trainer model impacting teacher practices and, ultimately, student outcomes.

Theory of Action

The SSIP Team has continued to implement the previous Theory of Action to guide the SSIP, as shown below:

Agency/Level	#1 Systemic Alignment	#2 MTSS/UDL Implementation	#3 Early Literacy Birth-Grade 3
If IDOE:	Provides a supported guidance for systemic alignment	Supports the implementation of an MTSS framework, which includes the use of UDL	Provides support for evidence-based practices in early literacy
Then the LEA:	Will promote and support systemic alignment across the district	Will build LEA and school leader's capacity to support implementation of this framework	Will promote and support systemic alignment across the district
Then the Building Leader:	Will promote and support systemic alignment across the district	Will build teacher and school staff capacity for implementation of this framework	Will promote and support early literacy through the use of the evidence-based practices
Then Teachers:	Will utilize building and district systems to drive instruction based on data	Will implement this framework to support the instructional needs of all learners	Will utilize building and district systems to drive instruction based on data

SECTION B: IMPLEMENTATION, ANALYSIS, AND EVALUATION

Infrastructure Development

The improvements required to build capacity across systems are as follows:

- **Governance and Systemic Alignment**
  - The SSIP Team will continue to engage a broad base of stakeholders, including quarterly meetings on SSIP information, improvements, and evaluation.
  - SSIP Team members (internal and external) will participate in professional development available through national technical assistance centers to improve understanding and implementation of the SSIP.
  - The SSIP Team will investigate the addition of external evaluation services.
- **Professional Development and Technical Assistance**
  - SSIP Team members (internal and external) will participate in professional development available through national technical assistance centers related to the Science of Reading. The purpose of Early Literacy is to provide statewide universal technical assistance in early literacy (i.e., Science of Reading), including targeted and intensive technical assistance for specific districts and schools.

Evidence-Based Practices

The evidence-based practices to be implemented to achieve the SiMR include the following:

- Intensive technical assistance to participating schools as part of [Indiana's Priorities for Early Literacy](#)
- Instructional coaching to implement identified district-level change for SSIP schools
- Science of Reading as defined within [Indiana's Priorities for Early Literacy](#)

IDOE is supporting a coaching model as part of the Early Literacy Implementation Plan that includes intensive, ongoing technical assistance and in-district instructional coaching. The purpose of coaching is to provide consistent, job-embedded support to teachers based on research-based practices. IDOE will provide transformational coaching to help teachers make appropriate instructional changes informed by the Science of Reading that will improve student outcomes. Research supports the effectiveness of coaching and shows that, at its foundation, it has resulted in an "increase [of] the instructional capacity of schools and teachers, a known prerequisite for increasing learning" (Neufeld & Roper, 2003). The increase in instructional capacity leading to increased learning is the ultimate goal of all schools. Coaching, because of its emphasis on professional development and the involvement of educators and administrators, encourages program sustainability.

SSIP: Next Steps

IDOE intends to revise the SSIP and continue implementing the three phases of the SSIP. Currently, IDOE, with a stakeholder group, have completed a portion of the Analysis Phase and intend to continue in this phase, moving then to Phase II: Plan.

Activities to be completed in the next fiscal year include:
- Confirm final version of the SiMR
- Continue analysis of the state infrastructure to support improvement and build capacity
- Select coherent improvement strategies
- Develop the Theory of Action
- Determine the Infrastructure Development Plan, including the plan to support LEAs in the implementation of the identified evidence-based practices
- Develop the Evaluation Plan

IDOE'S timeline for the above activities is as follows:
- Complete Phase I by May 2023
- Complete Phase II by December 2023
- Submit SSIP (with modifications) as part of the SPP/APR by February 2024

Evidence-Based Practices: Next Steps

 The SSIP Team has determined next steps for each evidence-based practice, as follows:

Systemic Alignment Next Steps
- Continue to implement practices to effectively inform and engage stakeholders to ensure informed input and consistent participation
- Continue to seek input from participating administrators, coaches, teachers, and parents related to the outcomes achieved and any barriers identified to guide implementation of the SSIP

MTSS/UDL and Early Literacy Next Steps
- Continue to support state-sponsored intensive technical assistance to ensure necessary supports are provided as needed to effectively implement practices
- Continue to monitor school level fidelity of implementation to ensure improved student outcomes are achieved and improved
- Continue to monitor student level outcomes to ensure student outcomes are achieved and improved
- Provide a summary of how each evidence-based practice and the activities or strategies that support its use is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes.

Evaluation

Based on the current data and infrastructure analysis, the evaluation plan was revised in 2022. The amount of data being collected as part of the prior evaluation plan did not provide the comprehensive data that the team determined was necessary for effective assessment of implementation. The new plan uses a systematic evaluation system that aligns with the logic model. Due to turnover in staff and technical assistance support, IDOE has not implemented the changes to the evaluation plan. IDOE will begin to implement the evaluation plan in the next year.

The structure of the evaluation includes the following components:
- Identification of the Evaluation Team: Clear roles and responsibilities developed
- The evaluation aligns to activities and expected outcomes of the SSIP
- The evaluation will include the following components:
    - Evaluation questions are determined;
    - Evaluation design is determined;
    - Data collection strategies are defined;
    - Data analysis plans are defined;
    - Data sharing plans are defined; and
    - Timeline is established.

SECTION C: STAKEHOLDER ENGAGEMENT

Engaging Stakeholders

The SSIP Team engaged a broad base of stakeholders in FFY 21-22. Stakeholders were intentionally invited to engage in key improvement efforts through a campaign of emails to stakeholders from the SSIP Team, inviting them to participate. Stakeholders included: (a) the State Technical Assistant representatives; (b) participants from SSIP LEAs; (c) parent representatives; (d) Indiana Family and Social Services Administration (FSSA) representatives; and (e) IDOE SSIP stakeholders (SSIP Coordinator, Early Childhood Specialist, Special Education Administrator, Student Supports Administrator, Early Literacy Specialist, Preschool Assessment Specialist, Fiscal Administrator, and Information Technology Administrator).

The SSIP Team convened stakeholders quarterly over the course of the year in March, June, September, and December 2022. Throughout the year, the SSIP Team used specific strategies to engage stakeholders. In addition to receiving emails with dates and reminders of meetings, stakeholders were also sent pre-reading and pre-work for each meeting, ensuring stakeholders had the opportunity to come to the meeting prepared. Stakeholders also had opportunities to provide feedback through meeting discussions and post-meeting surveys, discussed later in this section.

Meeting topics included: (a) an overview of SSIP, including the history, definition, current SSIP plan, and Theory of Action; (b) explanations of meaningful stakeholder engagement and stakeholders' role in the process; (c) the FFY 2020 evaluation plan; (d) infrastructure development, its accomplishments, and needed improvements; (e) evidence-based practices; (f) SiMR and progress towards goals; (g) other data, including preschool outcomes, graduation rates, ISPROUT, and ILEARN; and (h) preschool and national discipline data. During quarterly meetings, time for discussion, questions, and feedback was built into the agenda throughout the meetings and at the conclusion.

Stakeholder Feedback

Stakeholders were surveyed throughout the year. Ahead of the Quarter 1 stakeholder meeting, stakeholders were surveyed to share their prior knowledge of SSIP, the areas the SSIP Team should prioritize in the meeting, their perceived degree of helpfulness of the SSIP, and an open response for additional information the SSIP Team could provide. In the Quarter 1 survey, half of respondents were unsure about their knowledge of SSIP, while 50% felt they had a good understanding of it. Respondents shared that they would like to prioritize stakeholder education, technical assistance activities, and the evaluation plan during the Quarter 1 meeting. The survey results were used to build the agenda for the sequence and content of the quarterly meetings.

Following the last quarterly meeting, another survey was administered. All participants shared

that they understood their role as a stakeholder after attending the stakeholder meetings. One hundred percent of respondents indicated that the information provided to them from IDOE was timely and allowed stakeholders to effectively make informed decisions, and all survey respondents indicated that they would like to continue participating as an SSIP stakeholder.

Based on the Quarter 4 survey, areas for improvement emerged. SSIP stakeholders shared that a more strategic effort is needed to ensure that the data collected and findings could be implemented to impact student achievement. Stakeholders expressed that more action is needed after results are analyzed so that the results can be useful in informing improvements.

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Appendix A: Logic Model

Inputs	Implementation		Outcomes		
	Activities	Outputs	Short Term	Medium Term	Long Term
IDOE Resources (designated and support staff, data systems, guidance resources) National TA Center support Research/Literature development on early literacy evidence based practices Indiana University-Early Childhood Center expertise Implementation Science Framework	State SSIP team meetings Literacy team meetings Development of evaluation tools and metrics to monitor SSIP strategy implementation Update of Early Literacy Foundations Development of the Early Literacy Universal Resources and Targeted Training Identification of model high performing school districts Development and Analysis of Data Based Criteria for selecting school for intensive early literacy technical assistance	Evaluation tools and metrics to monitor SSIP strategy implementation Early Literacy Foundations Early Literacy Implementation Toolkit Evidence Based Practices Crosswalk District Data Dashboards Early Literacy Blog Early Literacy Website Academic Impact Webinar Series	IDOE develops the resources necessary to effectively evaluate SSIP strategy implementation _____ The increase in availability of professional development and tools to effectively implement data based decision making will support awareness and understanding across the state. _____ The engagement of expertise resulting in the development of universal resources related to early literacy evidence based practices will support increased awareness and understanding across the state.	The SSIP teams and stakeholders will be able to provide effective analysis and data based decision making related to the SSIP _____ The dissemination and use of professional development and tools to effectively implement data based decision making will increase the effectiveness of local resources. _____ The dissemination and use of universal resources related to early literacy evidence based practices will increase the knowledge and skills of educators across the state.	Schools participating in the SSIP will receive the guidance and support needed to impact instruction related to early literacy. _____ Students across the state will have increased access to timely and appropriate resources resulting in increased achievement of grade level early literacy skills as measured by state assessment. _____ Students across the state will demonstrate increased achievement of grade level early literacy skills as measured by state assessment.