

# Federated States of Micronesia

## *IDEA Part B State Systemic Improvement Plan (SSIP) Phase III Year Four*

### **Introduction**

The Federated States of Micronesia National Department of Education (FSM-NDOE) provides leadership and oversight of the educational programs in the four FSM island states: Chuuk, Kosrae, Pohnpei and Yap. Under the Individuals with Disabilities Education Act (IDEA), FSM is considered a unitary educational system for the administration of the IDEA Part B Special Education Program. Given FSM's unique geographic context, NDOE functions as the State Education Agency (SEA) for the administration, supervision, and monitoring of special education and related services delivered in the four FSM island states through their State Departments of Education, considered Local Education Agencies (LEAs).

NDOE submits the FSM IDEA Part B State Systemic Improvement Plan (SSIP) Phase III, Year Four, which provides data and analysis, consistent with FSM's SSIP evaluation plan, on the extent to which FSM has made progress toward or has met FSM-established short-term and long-term outcomes for implementation of the SSIP.

**SIMR Statement:** As described in FSM's SSIP Phase I, FSM's State Identified Measurable Results (SIMR) is clearly based on data and infrastructure analysis, is aligned with current agency initiatives or priorities, and will impact improved results for students with disabilities in FSM. FSM's SIMR is aligned with Indicator 3C – Assessment for Reading. The primary goal of FSM's SIMR is to:

*Increase English literacy skills of all students in ECE through Grade 5 in the FSM,  
with a particular focus on students identified as having a disability.*

As described in FSM's SSIP Phase I, the selection of FSM's SIMR was determined through the review of baseline data collected from all grade levels at the four original pilot elementary schools within Project *LIFT* (Literacy Intervention for FSM Leaders of Tomorrow). The Project *LIFT* Assessment System includes various curriculum-based measures at each grade level, ECE through Grade 5. Many, although not all, of these assessments include measures from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) a series of procedures and measures for assessment of the acquisition of a set of K-8 literacy skills developed and researched at the University of Oregon. The review also included research on implementation science and the development and implementation of the Response to Intervention (RTI) framework. With the deliberate and focused implementation of the RTI framework priorities, these four pilot elementary schools are now considered "model" elementary schools.

**SIMR FFY 2018 Baseline Data:** FSM's SSIP Phase III, Year Four includes valid and reliable performance data. Given FSM's infrastructure improvements, **FSM is reestablishing its SIMR baseline data in FFY 2018.**

**Rationale for Reestablishing Baseline in FFY 2018:** When *Project LIFT* began several years ago (SY 2014-15), English reading instruction began in Grade 3. As a result, the assessment system was

initially set up to match the literacy skills being taught at each grade level at that time. Over time, however, with the implementation of *Project LIFT*, a number of changes have taken place. First, English reading/language instruction now begins in Grade Early Childhood Education (ECE) and Grade 1 *along with* instruction in vernacular languages. This change aligns with research indicating that children who learn two languages simultaneously go through the same processes and progress at the same rate as children who learn only one language. Another factor adding to the consideration of changing the assessment system was the addition of the *Reading Mastery* and *Language for Learning* as adopted core English reading and language programs. These materials are being used at all grade levels at *one grade level below actual program grade levels*. This resulted in a scenario in which the skills being taught at each grade level differed from the skills tested within the assessment system.

As a result of these changes, an updated Project LIFT assessment system was needed in order to much better align assessment with FSM's new core English reading and language programs at the project schools. This was actually a really great sign that FSM was making growth with its SSIP (*Project LIFT*), as expectations for student outcomes have increased. Through thoughtful consideration and the desire to more fully align assessment and instruction, an updated assessment system was put in place before the 2018-2019 school year.

### **Changes to FSM's SIMR Updated Project LIFT Assessment System Highlighted by Grade Level:**

#### **ECE**

The skills tested and the benchmark scores remain the same for ECE. This is an area that all schools have struggled with, and working on accuracy and especially fluency with vernacular letter names and sounds is still a priority for ECE. Like English, each of the vernacular languages are phonics-based reading systems.

#### **Grade 1**

Two of the three assessments remain the same. The change is the **testing of English letter sounds at Grade 1** rather than Grade 2. English letter-naming fluency has been dropped, although teachers can still test this informally in their classrooms. The rationale is that *Reading Mastery* starts teaching letter sounds in Grade K-5/ECE (which is being used in Grade 1).

#### **Grade 2**

The **Nonsense Word Fluency assessment has been moved from Grade 3 to Grade 2**. Again, *Reading Mastery* teaches word blending starting at the very beginning of the program, so students are expected to know and blend consonant-vowel-sound words at this point. Another big change at this grade level is **the addition of Oral Reading Fluency at the middle of Grade 2**. These are first-grade level passages, as we are providing instruction from *Reading Mastery* one grade level below the actual program grade level.

Note: For these oral reading fluency assessments, as well as those used at the other grade levels, time was spent selecting those assessments that were the least culturally-biased. In other words, this

was an attempt to select readings with topics that were not dependent upon background knowledge that FSM students may not be familiar with. It was not a perfect process, but this was kept in mind.

### Grade 3

The Nonsense Word Fluency assessment is only given at the beginning of the year. The purpose of still using this assessment at Grade 3 is **finding students who are still having difficulty with letter sounds and blending**. These students should be prioritized for intervention instruction. Sight word testing remains the same.

**A big change in Grade 3 is the addition of Oral Reading Fluency** throughout all three testing periods. (These are actually Grade Level 2 passages.) This addition held the potential to initially lower scores for Grade 3.

### Grades 4 and 5

There are some significant changes in testing at these grade levels. First, in order to better match instruction with assessment, Grade 4 is now being tested with Grade 3 passages, and Grade 5 is now being tested with Grade 4 passages.

There are also new comprehension screenings at these two grade levels. As the focus had been developing the enabling skills to read in the past, e.g. phonemic awareness, alphabetic principal and fluency (along with language and vocabulary development) comprehension was not initially included in the assessment system as a strong majority of students were not able to read connected text. However, because of the progress of these skills, the addition of comprehension measures was now needed.

The Maze comprehension test is now in place in Grades 4 and 5. The Maze test is a relatively common format used for comprehension screening. Several large assessment groups use the Maze for comprehension screening including AIMSweb, DIBELS Next, and Core Reading assessments, and the measure has been established as a reliable and valid method to assess reading comprehension. Research has shown the Maze test to predict performance on large state-wide assessments. The Maze test is good for screening, but other tests/information would have to be used to provide diagnostic information about comprehension difficulties once the screening test has found students with potential comprehension problems. The Maze test can be administered as a group or individually. For efficiency, coaches administer the test to the entire class at one time.

In most cases, FSM is testing more difficult skills at lower grade levels. Hence, new baseline levels are established with results from the 2018-2019 school year.

FSM's SIMR continues to measure performance using the average score of literacy skills assessed through the updated Project LIFT assessment system across Early Childhood Education (ECE)/K-5 through Grade 5 in the four model schools, with targets set for both increasing the percent of students that are meeting established "Benchmarks," as well as decreasing the percent of students in the category of "Intensive."

The updated Project LIFT assessment system continues to be administered in the four model schools three times during each school year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

Effective FFY 2017, student performance data are retrieved from FSM’s Early Literacy Monitoring (ELMO) web-based student data system. This is noteworthy because each model school is able to input each DIBELS assessment results directly into the system and view student performance data instantly at the individual, classroom, and state levels. ELMO requires access permissions for ensuring confidentiality. NDOE is responsible for providing each State-Level/LEA *Project LIFT* Team member with their level of access, depending upon their role for inputting and/or viewing student data. At the National or SEA level, NDOE is able to view all student data to monitor assessment participation and performance data.

Table 1 displays FSM’s SIMR FFY 2018 baseline, with targets set for FFY 2019 – FFY 2021. FSM’s SIMR report the overall average “Benchmark” and “Intensive” performance levels for “All Students” in ECE/K-5 through 5th grade in the four model schools. The FSM *Project LIFT* School-Wide End-of-Year Data for School Year 2018-2019 for “All Students,” included as Appendix A, provides the breakdown of percentages by grade and assessment focus for each performance level: Benchmark, Strategic, and Intensive, with the overall combined average percentage reported as FSM’s FFY 2018 SSIP SIMR baseline data. As mentioned earlier, the student data reported are retrieved from FSM’s ELMO.

**Table 1:** *FSM’s SIMR Baseline & Targets*

	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
	<i>FFY 2018</i>	<i>FFY 2019</i>	<i>FFY 2020</i>	<i>FFY 2021</i>
% Benchmark	<b>27%</b>	28%	28%	29%
Growth Goal		(+1%)	(+0%)	(+1%)
% Intensive	<b>51%</b>	50%	50%	49%
Decrease Goal		(-1%)	(-0%)	(-1%)

The FSM *Project LIFT* End-of-Year Data for School Year 2018-2019 for Students with Disabilities, included as Appendix B, provides the breakdown of percentages by grade and assessment focus for each performance level: Benchmark, Strategic, and Intensive, with the overall combined average percentage for the End-of-Year assessment period.

Table 2 displays the FFY 2018 performance for All Students and Students with Disabilities in the four model schools for both Benchmark and Intensive. As shown, All Students performed better

than Students with Disabilities in both overall Benchmark and Intensive measures by 25% and 34% respectively.

**Table 2:** *FFY 2018 Baseline for All Students and Students with Disabilities in Model Schools*

<b>ECE/K-5 – 5th Grade All Model Schools</b>	<b>Overall % Benchmark</b>	<b>Overall % Intensive</b>
All Students	27%	51%
Students with Disabilities	2%	85%

With stakeholder input, targets for students with disabilities for FFY 2019 through FFY 2021 will have a higher growth/decrease goal for Benchmark and Intensive than the goals set for the SIMR for All Students. Stakeholders expressed the need to, as much as possible, close the gap between the performance of All Students and Student with Disabilities. It is understood that for SSIP reporting purposes, students with disabilities will be reported with “All Students” for progress data. Table 3 displays the baseline and targets set for Students with Disabilities. As shown, the expectation for Students with Disabilities is to achieve a 2% to 3% growth/decrease goal versus a 1% growth/decrease goal for All Students. Although these percentages may appear to be insignificant, FSM is continuing to address the infrastructure improvements with the establishment of the new Project LIFT Assessment System the implementation with fidelity of the core reading programs. At the request of the stakeholders, the established targets will be re-determined annually.

**Table 3:** *FSM’s Baseline & Targets for Students with Disabilities*

	<b>Baseline</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
	<i>FFY 2018</i>	<i>FFY 2019</i>	<i>FFY 2020</i>	<i>FFY 2021</i>
% Benchmark	<b>2%</b>	5%	7%	10%
Growth Goal		(+3%)	(+2%)	(+3%)
% Intensive	<b>85%</b>	82%	80%	77%
Decrease Goal		(-3%)	(-2%)	(-3%)

## **A. Summary of Phase III, Year Four**

The composite picture of progress of implementation on the strategic plan is summarized in the table, included as Appendix C: *Progress of Implementation*. The following provides more detail regarding the FSM SSIP theory of action, logic model, and coherent improvement strategies.

### **Theory of Action or Logic Model for the SSIP, including SIMR.**

The FSM *SSIP Evaluation Logic Model*, included in FSM's SSIP Phase II, incorporated the framework of FSM's *Theory of Action* and implementation Logic Model from FSM's SSIP Phase I.

FSM's *Theory of Action* (TOA) is a visual representation of the SSIP alignment with the FSM National Department of Education (NDOE) mission and belief with feedback loops for how the SSIP can be adjusted depending upon implementation. The implementation Logic Model provides additional information on the specifics of the *Theory of Action*. Based on the coherent improvement strategies, the Logic Model visually represents the flow of activities, processes and anticipated outcomes toward meeting FSM's State-Identified Measurable Results (SIMR).

FSM's *SSIP Logic Model* unifies the coherent improvement strategies, activities and measures to provide a road map that integrates the evaluation across measures at the national, state, and building (or school) level. The process of developing the logic model assists all those involved to have a common understanding of not only the "big picture" but also the milestones and their individual and collective roles in achieving the desired results of FSM's SIMR.

### **Brief Overview of the Year's Activities and Outcomes**

FSM's SSIP Logic Model short and long-term outcomes were established with the SIMR goal in mind and with consideration of U.S. Federal, FSM National and State requirements and policies. The project outcomes, both short and long-term, are aligned to the project outputs, which, in turn, correspond to the project strategies and activities. In February 2019, one change was made to the FSM SSIP Logic Model (see Appendix D). The first intermediate outcome reported in the Logic Model was adjusted this year to reflect "RTI elements implemented with fidelity" rather than "Educators provide instruction in English and reading skills with fidelity." This change was made to better reflect the relationship of multiple strategies to support RTI implementation and not only the educators' implementation of the reading program. Stakeholder input was obtained on this change to the intermediate outcome during the SSIP stakeholder meeting.

Two intermediate outcomes continued to be addressed during this reporting period. These include (a) RTI elements are implemented with fidelity and (b) Data teams make appropriate decisions about students' instructional needs. Data collection activities that occurred during this reporting period included classroom walk-throughs and observations conducted by coaches and administrators, document reviews, SIMR progress data analysis, fidelity of implementation analysis, and state specific snapshots examining implementation in each State. Snapshot reports have been generated for two of the four States and model schools that describe and evaluate fidelity of implementation at each site. Data collection and analysis activities have started for generating the snapshots for the additional two states.

The FSM SSIP evaluation plan is designed to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes outlined in the logic model. Sigma Associates evaluators provide results of data collection activities in a variety of way and solicit input from SSIP stakeholders regarding the implementation of the evaluation at least two times per project year. Evaluators generate evaluation memorandums following key data collection activities. The memorandums are designed to be 3-5 pages in length and provide data analysis strategies and results so that FSM National and State leadership can make mid-course changes, as needed, to specific project activities. Evaluators also create short PowerPoint presentations that outline data collection strategies and results. These are intended to be used at both the National and State level with key stakeholders for each entity. In addition, evaluators engage in face-to-face or virtual evaluation feedback sessions, at least two times per year, in which all data and recommendations generated during a specified time period are presented. These sessions provide an opportunity for stakeholders to engage in a discussion with evaluators and address questions and answers regarding evaluation results. Appendix E provides a sample of materials used to present evaluation findings and gather stakeholder input. Stakeholder input sessions occurred in August and November 2019 and January and March 2020.

### **Coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.**

As described in Phase I, FSM's SSIP incorporates FSM's initiative, *Project Literacy Intervention for FSM Leaders of Tomorrow (Project LIFT)*, using the RTI framework to increase English literacy skills. With technical assistance from the University of Oregon, College of Education Center for Equity Promotion, FSM developed the *Project LIFT Overall Strategic Five-Year Plan* that describes the specific infrastructure system components of the framework and the timeframe for implementation. As outlined in the five-year plan, *Project LIFT* brought together general education and special education at both the National and State levels to focus on the development and implementation of early English literacy. This five-year plan serves as FSM's SSIP Implementation Plan, which includes the following system components:

- **Commitment and Leadership:** Establishment of National and State Leadership Teams, with building level support to the school principal as the instructional leader.
- **Coaching:** Identification of a coach with development and implementation of coaching professional development.
- **Assessments:** Selection and implementation of the screening assessment in the four model schools. As described earlier, FSM is reestablishing baseline in FFY 2018. An updated Project LIFT assessment system was needed in order to much better align assessment with FSM's new core English reading and language programs at the project schools.
- **Data Analysis:** Establishment of the *Project LIFT* Data Team with professional development to the team for analyzing and interpreting data for improving instruction.
- **Instruction:** Schedule and instructional focus and delivery, intervention, and instructional materials outlined with professional development conducted by the *Project LIFT* consultant from University of Oregon.

- **Project LIFT Program Evaluation:** Outlines the use of student performance data to measure project progress.

At the National-level, NDOE provides oversight and guidance to the four FSM State Departments of Education, the State-level. FSM's SSIP follow the same governance structure and support for implementation of *Project LIFT*. NDOE's role has been to provide leadership and support to the four States to implement evidence-based practices in the schools for improving English literacy skills. Based on FSM's SSIP Implementation Plan, *Project LIFT*'s five-year plan, NDOE provided the following critical support for building State-level capacity in the last year:

- **Commitment & Leadership:** Supported States to further enhance Language Curriculum, Standards, and Benchmarks and the adoption of a Core Reading program to support curriculum, which align to NDOE's vision: A unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific community, and the world.
- **Coaching & Instruction:** Planned the on-going training for coaches, teachers, and others on use of the instructional materials. Facilitated the training sessions for all teachers and support personnel, with an invitation to the College of Micronesia (COM-FSM) Instructors/Division Chairperson for Associate of Arts in Pre-Teacher Preparation course enhancement.
- **Assessments:** Planned the on-going technical assistance to the State-level RTI Leadership Teams and pilot schools for the screening and assessment implementation with fidelity. The Project LIFT Assessment System includes various curriculum-based measures at each grade level, ECE through Grade 5. Many, although not all, of these assessments include measures from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) a series of procedures and measures for assessment of the acquisition of a set of K-8 literacy skills developed and researched at the University of Oregon.
- **Data Analysis:** Developed a unified process to collect State data on local language/English reading assessments and align analysis of data with project results and the nation-wide assessment test called the National Minimum Competency Test (NMCT).
- **Instruction:** Assisted States with completing procurement of reading materials (Language for Learning and Reading Mastery) for all project grade levels (ECE to 5th grade) and training of coaches and teachers on the instructional materials.
- **Program Evaluation:** Facilitated the development of the FSM SSIP Evaluation Plan that aligns to the *Project LIFT* Program Evaluation.

As part of its governance structure, NDOE established a process for each State to develop a Local Systemic Improvement Plan (LSIP) for identifying annual priorities for *Project LIFT* implementation based on the five-year plan. Table 4 displays the relationship between the State LSIP goals and the components of the five-year plan. As described in Section B of this Phase III, all components were addressed in FFY 2018.



**Table 4:** *Project LIFT Strategic Plan & LSIP Goals*

<i>Project LIFT</i> Strategic Plan	LSIP Prioritized Goals by LEAs/FSM States			
	<i>Chuuk</i>	<i>Kosrae</i>	<i>Pohnpei</i>	<i>Yap</i>
Commitment & Leadership	✓	✓	✓	✓
Coaching	✓	✓	✓	✓
Assessments	✓	✓	✓	✓
Data Analysis	✓	✓	✓	✓
Instruction	✓	✓	✓	✓
Program Evaluation	✓	✓	✓	✓

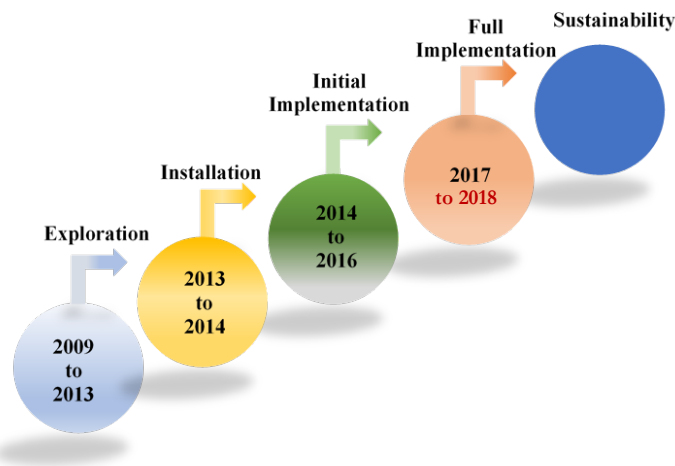
**Specific evidence-based practices that have been implemented to date.**

The specific evidence-based practices (EBPs) implemented to date began with the *Project LIFT* Response to Intervention (RTI) framework and the use of implementation science. Figure 1 provides a visual of FSM’s SSIP Implementation Plan, *Project LIFT*’s five-year plan, in relation to the stages of implementation. With consultation support from University of Oregon, FSM’s *Project LIFT* is considered to be in the “full implementation” stage, with FSM’s National Leadership Team continuing to work towards sustainability and scaling up EBPs.

The foundational support for EBPs in English literacy has been the direct and explicit instructional approach with screening and assessment for identifying core instructional and targeted intervention needs of all students in the model schools.

**Figure 1:** *States of Implementation for Project Lift*

**The States of Implementation  
State Implementation and Scaling-Up of Evidence Based Practices Center (SISEP)**



As discussed earlier, FSM's SIMR is measured using the average score of literacy skills assessed through the updated Project LIFT assessment system across Early Childhood Education (ECE)/K-5 through Grade 5 in the four model schools. The assessment is administered in the four model schools three times throughout the school year: beginning of the year (BOY), middle of the year (MOY), and end of year (EOY).

The *Language for Learning* and *Reading Mastery* Programs have been identified as FSM's *Project LIFT* core English literacy programs. As described in Section B, these programs have been procured and implemented in the four model schools in school year 2018-2019.

## **B. Progress in Implementing the SSIP**

The FSM NDOE has met intended outputs described in its Logic Model (see Appendix D). Strategy 1 in the logic model focuses on engaging State leadership teams in establishing and maintaining an RTI- School Based Reading Model (SBRM). Activities for this strategy focus on ensuring that states have a system in place to support RTI implementation, including the use of school-wide assessment plans, professional development opportunities provided to coaches and schools, and having coaches assigned to all model schools. All model schools have incorporated the use of school-wide assessment plans into their practice, collecting data at three points in time during the school year. NDOE and each state continue to provide on-going professional development to coaches and to school level staff. Each State continues to have coaches that represent both general education and special education.

Strategy 2 in the Logic Model aims to build and improve the skills of classroom teachers to provide direct instruction in reading by providing structured professional development for primary teachers to teach English language and reading skills, to ensure that model schools have the appropriate instructional materials needed to deliver English language and reading skills, and to provide English language and reading instruction in ECE/K-5 and Grade 1. FSM continues to address the activities associated with this strategy by providing the annual Reading Symposium each summer and ongoing technical assistance and professional development from NDOE's RTI consultant, and ensuring that each state has the resources needed to purchase instructional materials needed to deliver English language and reading skills in model schools.

The third strategy identified in the Logic Model addresses the need to ensure special education is addressed within the RTI model. As such, activities focus on providing structured professional development for special education teachers in providing instruction in the general education classroom. FSM continues to receive intensive technical assistance from the National Center on Education Outcomes (NCEO) with regards to implementing its assessment system, both formative and summative, and ensuring the inclusion of students with disabilities within all aspects of the assessment system.

A key component to addressing fidelity of implementation to the RTI model is addressed in Strategy 4. This strategy concentrates on the need for continuous support and monitoring of implementation on multiple levels. Specific activities include: 1) coaches and RTI team members engaging in observation and walk-throughs designed to assess teacher practice, 2) State RTI team meetings, and 3) NDOE review of and feedback on State LSIPs.

Observation of teacher practice provides a more objective assessment of implementation. Coaches and school administration using observation protocols for both Reading Mastery and Language for Learning conduct the observations on regular intervals. Coaches and administrators have been trained on the core components of each observation instrument. In addition, external evaluators reviewed a sample of observation forms to assess implementation fidelity. RTI team meetings support implementation by regularly reviewing progress on implementation and addressing issues that may arise. The quarterly review of each State's LSIP facilitates continuous improvement and assists State's in making progress on their activities.

Strategy 5 in the Logic Model describes the importance of engaging both general education and special education in the overall implementation of the RTI Model, including shared leadership at the NDOE and State level, as well as at the school level. Evaluation activities over the course of the past three years have highlighted increased opportunities for special education and general education to engage in project activities. Some examples of this collaborative approach include conducting regular data team meetings with school general and special education teachers, providing professional development opportunities to all teachers, and creating opportunities for families to engage in activities that raise their awareness of the importance of Early Literacy.

### **C. Data on Implementation and Outcomes**

NDOE staff, State RTI team members, external consultants, and various stakeholders lead the evaluation efforts for FSM's SSIP. The SSIP evaluation plan is designed to assess both the processes and impact of implementing the strategies and activities identified in the Logic Model, leading to the SIMR goal of increasing English literacy skills of all students in ECE through Grade 5, in FSM, with a particular focus on students identified with having a disability. Over the course of the reporting period, NDOE engaged in a number of evaluation activities to monitor and measure strategies and outcomes to assess the effectiveness of the SSIP implementation plan. These are described later in this section of the SSIP.

The evaluation plan utilizes a mixed methods design, using both qualitative and quantitative data and continuous feedback loops to ensure program improvement. By using different sources and methods at various points in the evaluation process, the evaluators can build on the strength of each type of approach used in a mixed method design and simultaneously, minimize inherent weakness in any one method. In addition, using a variety of methods in the evaluation can strengthen the validity of results and strengthen the findings.

An important aspect of conducting an evaluation in FSM is the consideration of culture and its context within the implementation of the SSIP. Culturally responsive evaluators honor the cultural context in which an evaluation takes place by bringing needed, shared life experience and understandings to the evaluation tasks (Frierson, Hood, Stafford, & Hughes, 2002). Evaluators from Sigma Associates, Incorporated strive to ensure that cultural considerations are always in the forefront in the development of data collection instruments, analysis procedures, and reporting.

The external evaluators have developed a set of analysis conditions that are designed to guide data integration from the various data collection methods. The analysis of quantitative data largely involves reporting descriptive statistics, generally, frequencies and percentages. Content analysis

techniques were used to analyze the results of the semi-structured interviews, focus groups, and document reviews. All qualitative data is transcribed and analyzed using NVivo (QSR International Pty Ltd., (2012) to identify patterns and themes both within and across groups and individuals.

The Logic Model and evaluation plan submitted in April 2017 are aligned to the Theory of Action. FSM NDOE continues to use the Logic Model outcomes and related performance measures in the evaluation plan to guide the SSIP implementation and report to stakeholders. In Year 4, the external evaluators conducted on-site and virtual data collection from the SSIP model sites. The data collected included progress on implementation, educator perspectives on coaching and TA services, changes in educator practice, administrative supports, infrastructure changes, family and community engagement, and changes in SIMR data. In addition, in-depth snapshots of implementation were finalized for two states-Yap and Kosrae. Snapshot data collection activities began in this reporting year for the states of Chuuk and Pohnpei. However, due to travel restraints in late December 2019 and early 2020, onsite data collection activities in both states were postponed until travel restrictions are lifted. The table below outlines the data collection schedule used during this reporting period.

**FSM SSIP Evaluation Data Collection Schedule**  
Phase III Year 4: SY 2019-2020 (September 2019 to September 2020)

Data Lead Responsibility	Data Collection Method	Who Completes	Activity Description	2019				2020									
				Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
Coaches/ Administrators	Classroom Observation/ Walk-Throughs	Coaches/ Administrators	Coaches submit 2-4 observations to evaluators quarterly		✓			✓			✓						
Coaches	Coaching Logs	Coaches	Coaches submit coaching logs to evaluators quarterly		✓			✓			✓						
Evaluator	Evaluator Classroom Observations	Evaluation Team as part of Snapshots - Chuuk, Pohnpei onsite; Yap and Kosrae video-tape and send to evaluators	Evaluators conduct classroom observations of 4-6 classrooms per Snapshot model school		✓	✓		✓	✓								
RTI Teams Evaluator	LSIP Update and Document Review	RTI Team updates NDOE reviews and comments Evaluators conduct document review to track implementation	RTI Team updates NDOE reviews and comments Evaluators conduct document review to track implementation		✓		✓			✓							
Evaluator	Document Review of Consultant Reports	Evaluators	Document Review of Consultant Reports to assess #/types of PD/TA to states, coaches, schools		✓		✓			✓							
Evaluator	Snapshots	Evaluators/RTI teams/administrators (Chuuk, Pohnpei onsite. Yap, Kosrae virtually)	Snapshot of implementation-RTI team interviews, observations, document reviews, implementation rubric		✓	✓	✓	✓	✓	✓							
Coaches/ RTI teams	DIBELS Data	Coaches	Number of students at benchmark/number of students in Tiers		✓				✓			✓					
Evaluator	PD/TA Surveys	Coaches/Administrators	Survey sample of PD/TA activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Evaluator	Quarterly Evaluation Reporting	Evaluator	Quarterly review of evaluation data collection results with NDOE/states		✓		✓			✓			✓				
Evaluator	APR/SSIP Stakeholder Meetings	Evaluator	Share evaluation results to various stakeholder groups					✓		✓							

**FINAL**     = Data Collection Time Period     = Data Collection Due

Data sources used during this reporting period are described below.

### **Data sources for each key measure**

FSM NDOE has developed the SSIP Evaluation Plan (Appendix F) and uses this to guide data collection for each measure, allowing external evaluators to document and describe implementation across all years of Phase III of the SSIP. As can be seen in the plan, the sources and methods for each performance measure are suited to the measure and include a mix of quantitative and qualitative data. Where possible, the SSIP evaluation uses existing data and/or data collection methods to ease the burden on participants in the SSIP activities. Data sources for this reporting period include:

#### *Document Review and Analysis*

Evaluation staffs have reviewed a number of relevant documents and artifacts to assess the extent to which the coherent improvement activities have been completed and with what effectiveness. These documents have included Local Systemic Improvement Plans (LSIPs), training schedules and content focus areas, observation and walk-through data, and training consultant quarterly reports. This data collection method provides information related to the infrastructure changes to support implementation and yields information regarding fidelity of implementation of the coherent improvement strategies.

#### *Observations*

Evaluators reviewed a sample of classroom observations conducted by literacy coaches in each State. Due to travel restrictions and school closures, evaluators were not able to engage in on-site data collection activities. Evaluators analyzed a sample of observation and walk-through forms that were collected at two points in time during this reporting period—once following the BOY assessment administration and a second time following the MOY assessment administration.

#### *Training and Professional Development End of Event Surveys*

Evaluators conducted surveys at the end of a sample of training and professional development activities to gather data regarding participants' perceptions of the quality, relevance, usability, and availability of trainings and professional development opportunities. The surveys were also designed to assess pre/post training assessment, which is designed to gauge knowledge change in training participants. Survey data was collected for two one week- long trainings, the first conducted with coaches on the use of ELMO data features and the second conducted with state RTI teams during the Pacific SSIP Collaborative Conference.

#### *Curriculum Based Measures - Data*

The updated Project LIFT assessment system data is used to measure student outcomes. RTI coaches collect these data at three points in time during the school year. Coaches are using FSM NDOE's Early Literacy Monitoring (ELMo) data system to capture and analyze data. As part of the data sharing agreement, FSM NDOE provide these data for model schools to the external evaluators. ELMo provides "real-time" child-level data, which is analyzed at the child, school, and state level. NDOE staff, state RTI teams and coaches all receive training and technical support on ELMo's content and use.

### *State Snapshots of Implementation*

As FSM moves to full implementation and sustainability of its SSIP activities and RTI framework in its model schools, evaluators continued to develop snapshots of implementation data collection. Evaluators have started the snapshot development for Chuuk and Pohnpei but travel restrictions have hindered opportunities for onsite visits to observe classrooms. However, evaluators have collected other data components for these two snapshots including a comprehensive review of implementation documents. In addition, evaluators have gathered information from each state's RTI team through virtual meetings. Observations will be conducted early next fall, given that travel will be allowed into FSM at that time. Evaluators continued to add additional data to the Yap and Kosrae snapshots. Snapshots are created through operationalized rubrics that are used to gauge the implementation of the core components of a particular model—in this case the RTI framework. To align the implementation efforts across the states and model school levels, the content included in the snapshots rely on input by national and state leadership. Topics common to each state/model school snapshot revolve around five main themes: (1) Adherence—Are the RTI components being implemented as intended? (2) Exposure—How much of the RTI framework is being implemented? (3) Quality of the delivery—How well is implementation being accomplished? (4) Student Responsiveness—How well has the implementation of RTI impacted student outcomes? (5) Implementation Differentiation—What are the unique features of implementation that may be different in each state/model school?

There are four (4) primary data collection activities that occur as part of the development of the Snapshot. The first includes a comprehensive document review of pertinent materials, plans, and observations that describe implementation activities at each location. The document review is described in more detail above. The second data collection focuses on the in-depth interview conducted with the state RTI team. Following the RTI team interview, evaluators conduct classroom observations, also described above. Finally, a comprehensive Implementation Rubric is completed. This rubric describes different levels of implementation for each specific core component of the RTI framework. Data collection across all aspects of the Snapshot involves the use of evidence forms, which contain a list of questions for state RTI members, coaches, and school administrators. In addition, artifacts such as LSIPs, consultant training reports, etc. were used to describe different levels of implementation. A three-point scale is used to rate each of the items within the rubric.

### **Description of data for each key measure**

In this section, we provide the data and results on the performance measures for which baseline data was collected. Please see section F (Next Steps) for details on evaluation activities for the coming year, which will include any need for adjustments to the data collection plan and a description of the comprehensive data collection schedule for the 2020-2021 school year. The following tables and narrative includes the SSIP logic model outcome, related performance measure(s), baseline data, as well as a description of the data collected, the analyses, and contextual factors related to the results.

Outcome	Performance Measure	Performance Data
RTI elements are implemented with fidelity	(a) % RTI elements implemented with fidelity	81%
	(b)% reading program practices implemented with fidelity.	59%

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(a) % RTI elements implemented with fidelity

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The data reported in the table above represent the results of document review of state plans and reports by RTI Team Members at stakeholder meetings. An Implementation Rubric is used to assess level of implementation across the RTI components. The components included in the rubric are: 1) Core Reading Program, 2) Assessment of Learning, and 3) Leadership/Infrastructure. Within each of these are a set of elements on which the states are rated based on data collected and documents reviewed. The rating options are: In Place (3), Partially in Place (2), Not Yet in Place (1), and Cannot Rate (0). Each component has a maximum possible score, and these are tallied to yield a possible maximum overall score of 36. The Implementation Rubric can be found in Appendix G. Table 5 below provides information regarding national implementation scores.

**Table 5. National Percentage Implementation of RTI Components**

<b>Core Reading Program</b>	Possible Score = 15
Score	13
Percent Implementation	87
<b>Assessment of Learning</b>	Possible Score = 9
Score	7
Percent Implementation	78
<b>Leadership/Infrastructure</b>	Possible Score = 12
Score	9
Percent Implementation	75
	<b>Total Possible Score = 36</b>
Score	29
Percent Implementation	81

An analysis of the results indicates that the component of Core Reading Program had the highest level of implementation (87%), followed by Assessment of Learning (78%), and Leadership/Infrastructure (75%). While the performance data represent gains from last year, there is still work to be done to consistently implement the RTI framework in each of the States. These components are foundational to achieving the outcomes desired regarding early literacy, and therefore it is appropriate that they have high levels of implementation at this stage of SSIP implementation. NDOE has plans to address some specific issues related to RTI meetings taking place regularly (part of the Leadership/Infrastructure domain). As these teams guide the local implementation, it is essential that they are effectively functioning.



The results of the administration of the rubric may also provide the States with data to assist them as they scale early literacy to additional schools in that they can review which RTI components they may need more support to implement.

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(b) % reading program practices implemented with fidelity

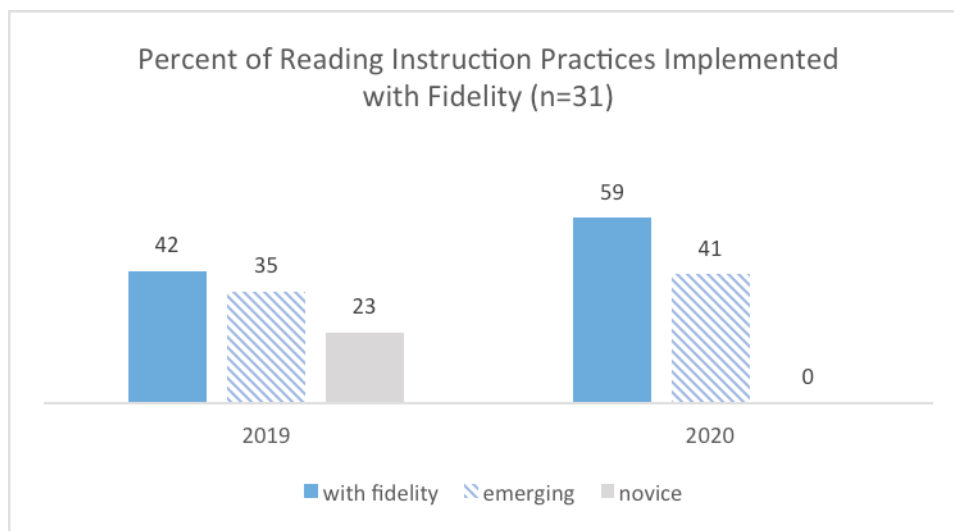
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To assess performance on this measure, evaluators collected and analyzed results from coaches/ administrator observations of educators’ instruction in reading in their classrooms. These observations were conducted at the beginning of the year (BOY) and middle of the year (MOY) for the current reporting period. The data analyzed represents all four states and classrooms ECE/K-5 through 5<sup>th</sup> grade. In all, 31 observations were conducted. There were two observation protocols used to collect the data on reading instruction: one for the *Language for Learning* program, and the other for *Reading Mastery*. The results were calculated totaling the number of practices being done (i.e., rated as “Yes” on the observation form) divided by the total number of practices intended to be observed, multiplied by 100. Those practices being done by 75% of the teachers observed were considered to be *at fidelity*. For the observations conducted, 17 of 29 practices were done with fidelity, yielding 59%. This demonstrates improvement from the previous year performance of 42%.

Categories were identified to describe the practices not yet being done with fidelity to provide a detailed picture of the reading program implementation. These are: *emerging* (i.e., the practice is being implemented by 50-74% of the teachers), and *novice* (i.e., the practice is being implemented by fewer than 50% of the teachers). Table 6 provides the detail of these results. Of note, all of the reading instructional practices were at the emerging or fidelity level this year which also demonstrates overall growth from last year. [See trend chart below.]

**Table 6. Fidelity Levels of Reading Mastery & Language for Learning Practices**

% of practices at <b>fidelity</b>	59
% of practices at <b>emerging</b> level	41
% of practices at <b>novice</b> level	0



These observations are not the only feedback educators receive as they provide instruction. There are additional opportunities for coaches, RTI team members, or principals to observe reading instruction in the form of Walk-Throughs. These brief walk throughs allow the observer to target a specific practice and provide immediate feedback to the teacher. The combination of regular, formalized observation and more frequent walk throughs are critical to implementation fidelity, but there is some variability in the forms used and reported. A consistent Coaching Observation for *Reading Mastery* is intended to be used by all coaches across the states, but there was some variation in the items on the observation protocol. Due to circumstances with school closures early in the school year, one state did not submit observation forms for the BOY collection. Considerations for ensuring these data are accurately reflecting the practices taking place can be found in the Data Quality section of this report.

<b>Outcome</b>	<b>Performance Measure</b>	<b>Performance Data</b>
Data teams make appropriate decisions about students' instructional needs.	(a) % of classrooms with differentiated reading instruction.	78%
	(b)% of educators using data for instructional decision making.	-

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(a) % of classrooms with differentiated reading instruction

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FSM is reporting 78% performance data for this performance measure, based on data collected during the previous reporting period. During this reporting period, there was no opportunity to observe classrooms and interview RTI Team members in the States as was anticipated, due to school closures resulting from the Dengue outbreak as well as school closures and travel restrictions resulting from the COVID 19 pandemic. Both onsite data collection trips scheduled by evaluators were cancelled due to these two significant events. However, data collected from other methods support continued work in enhancing the system to ensure classrooms are providing differentiated instruction. Based on the reports from each of the State teams during stakeholder meetings in January and March, it is clear that a system is being implemented at each model school whereby coaches and educators review the assessment results and group students for instruction. Most of the States also reported implementing strategic reading time for those students who need additional support. Evaluators will work with each State and NDOE to identify opportunities for on-site observations and group interviews to verify this information and collect performance data for the next reporting period.

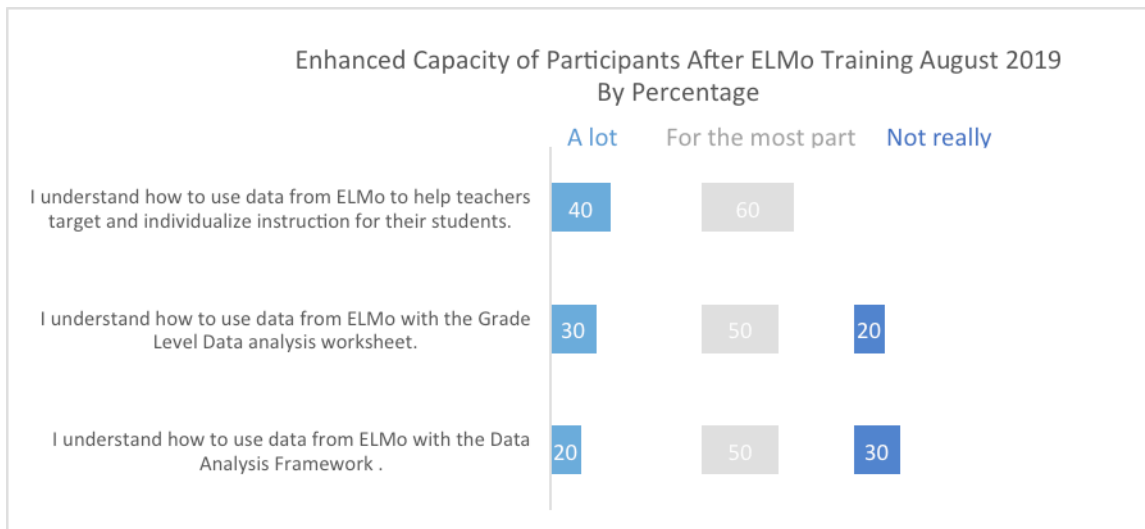
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(b) % of educators that use data for instructional decision making

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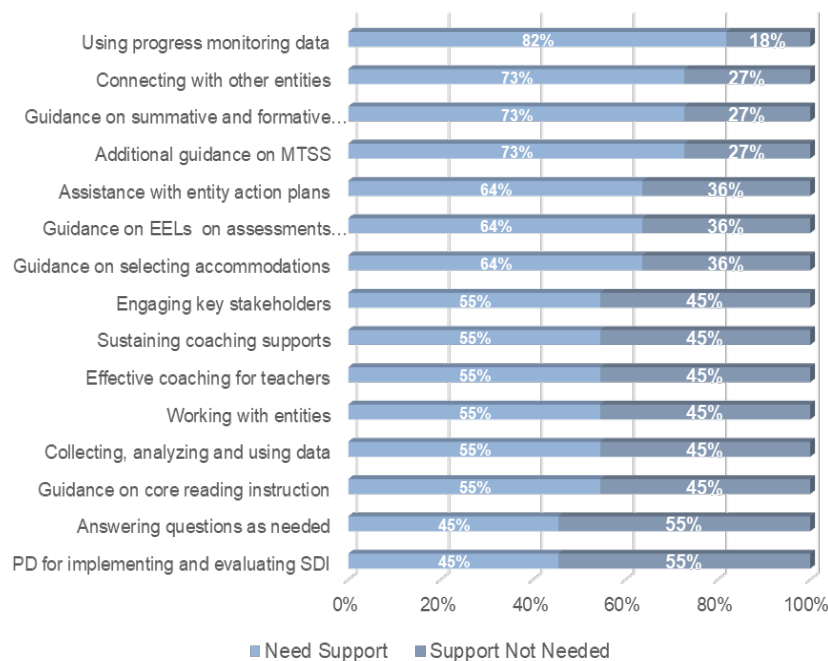
Regarding the second performance measure related to this outcome evaluators are working with NDOE to identify ways to effectively collect data to inform the extent to which data is used on an ongoing basis to inform students' needs and adjust instruction appropriately. Results from a survey of coaches indicate they have enhanced their knowledge in the area of supporting teachers in using

data to make instructional decisions. They are less confident in using the Data Analysis Framework with school data teams to ensure appropriate decisions are made based on data regarding students' performance. This is an area for professional development in the coming year.



In addition to professional development provided to coaches regarding enhancing their capacity to use ELMo data in providing coaching to educators, coaches and teachers participated in the Pacific SSIP Collaborative conference held in October 2019 on Guam. Participants were provided robust professional development on a variety of topics including using progress monitoring, guidance on summative and formative assessments, guidance on MTSS, collecting, analyzing and using data, guidance on implementing specially designed instruction. Figure 2 below provides data regarding areas from the conference in which FSM participants need additional professional development and

**Figure 2. Needed Supports to Improve Reading Achievement**



technical assistance support to enhance their reading program.

As can be seen, over half of all FSM respondents indicated the need for additional support in all areas, except one, that align to this performance measure. Nearly 85% reported a need for additional supports with regards to using progress-monitoring data while 73% of respondents indicated a need for additional supports and guidance for both the use of summative and formative assessments as well for implementing MTSS. Fifty-five percent (55%) of FSM participants also indicated a need for additional supports on collecting, analyzing, and using data. These data, when interpreted with other evaluation data sources, indicate that coaches and teachers are still building their skill set in the use of data for making instructional decisions. Baseline data for this measure will be reported in the next reporting period.

## **D. Data Quality**

During this project year, the NDOE continued efforts to improve the quality and quantity of its early literacy data. Data submission continues to occur by using NDOE's ELMO system. The introduction of ELMO last year has had a significant impact on addressing data quality and quantity. Coaches are able to enter data at the time of collection and generate "real time" reports reflecting student and school level performance. DIBELS data are now centrally stored in ELMO, can only be accessed by authorized users, and are encrypted when transferred. ELMO has also helped to address the issue of standardization of how data is labelled and structured. All data and reports generated in ELMO are standardized.

In order to continue to improve efforts for FSM, states, schools, and coaches to report high quality early literacy screening and progress monitoring data via ELMO, continued enhancements were made to the system during this reporting period. Enhancements included adding additional components to the data dashboard addressing information on students tested and participation rates, tracking student progress and movement between performance levels, ability to compare student level progress at state and national level, and developing statistical tables to accompany multi-year and single-year trend charts.

ELMO consultants continued to provide professional development to literacy coaches regarding the use of the various components of ELMO and to ensure greater reliability and validity of ELMO data. In particular, ELMO data training provided during this reporting period focused on (1) using data to drive improved results: Data analysis framework and its application, (2) using data to drive improved results: completing grade level data analysis worksheets, (3) increasing knowledge and skill in using ELMO and the data analysis framework to complete the RTI data progress guiding questions, and (4) increasing knowledge and skills in using data to help teachers provide targeted and individualized instruction that addresses each student learning needs-mapping results to interventions.

Some data limitations have been identified regarding the frequency and use of walk-throughs and observations to provide data on teacher level implementation of the reading curriculum. Continued professional development and technical assistance should be provided to coaches and administrators on the use and analysis of classroom observation instruments in order to enhance the quality and quantity of these data. There continues to be variability in how observation instruments are being

used, how often observations are being conducted and how the data is analyzed. Professional development should be targeted to enhancing inter-rater reliability of coding between coaches to ensure that data collection procedures produce valid and reliable results.

In addition, there is a need to log coaching sessions to better understand focus of coaching and implications for classroom level instructional practices. As FSM develops and refines its coaching model, a coaching log measurement tool should be utilized to assure accurate data regarding coaching practices that are provided as follow up to observations and walk-throughs. It was anticipated that this practice would begin during this reporting period, but no data is available for evaluation reporting purposes.

As evaluators continue to generate snapshots of implementation across each state and within each model school, caution should be used in generalizing any results reported in the snapshots. Each snapshot is designed to reflect the unique context within each of the four states of FSM. One cannot conclude that the findings from one state snapshot will be reflective of implementation in another state. Evaluators work to identify common themes across the four unique states but also tend to the contextual differences between them.

## **E. Progress Toward Achieving Intended Improvements**

The FSM NDOE has continued to examine data, reflect on our current and past practices, and identify opportunities to engage our stakeholders in the SSIP process as we move forward with implementing the improvement activities outlined in our SSIP. We have continued to refine our process for implementing and sustaining the evidence-based practices we feel will have the greatest impact on helping us to achieve our SIMR. Specifically, we examined the current status of our infrastructure to identify those areas that still needed refinement and to ascertain the extent to which we had made progress in addressing areas of need from our initial infrastructure analysis. Our intention was to ensure we were improving our infrastructure in order to achieve sustainable results by the close of this SSIP. We have also committed resources and support to ensuring that we have a solid coaching structure in place in each State/model schools that will provide comprehensive supports to teachers as they implement our evidence-based reading curricula. We have also expanded our professional development and technical assistance to States/model schools to ensure we are imparting the most important information and providing opportunities to build skills across all components of the system. Specific infrastructure changes made this year include:

### Governance

The National and State LIFT teams continue to plan and implement activities under this literacy intervention project with a very clear understanding that educational leaders at both national and state levels must be committed to support the project since the literacy intervention is benefitting all students. Stakeholders must be aware of the instructional activities planned for each school or state. Consultants providing technical supports to principals, coaches, teachers, and administrators should continue to provide new skills and supports that are contextually appropriate. These are some of the main focuses of FSM Project LIFT in this reporting period.

Ongoing technical assistance and supports provided to states include meeting with Directors of Education and key staffs to share student performance data, using brochures and infographics. These data reports were also shared with other state and national policy-makers. Alignment of core reading programs with FSM National Standard and Benchmarks were also completed and shared with Directors of Education upon their request.

The project's web-based database, ELMO, was upgraded with additional features and also presented to state and national leaders. The upgrades completed during this reporting period were all based on recommendations from state and national users during last year's utilization of the database. These upgrades will be included in the ongoing list of data merge between ELMO and NDOE's FSM Education Data Management Information System (FedEMIS).

Training for project staffs continues to be a priority for the Project LIFT National and State teams. Proposed trainings under plan are aligned to reading instruction and intervention, basic special education and related services, assessment and data use, and parent and community involvement. The Project LIFT Reading Symposium continues to be held during the Micronesia Teacher Education Conference (MTEC) and is again scheduled to be held during MTEC 2020 in Kosrae. Given the recent travel restrictions within FSM, MTEC will be cancelled this year, as well as the Reading Symposium.

On the scaling up effort, supports and meetings were held in all four states, to discuss scaling up and development of scale up plan and completion of an infrastructure building form. In most states, the Director of Education was present and helped in completing both documents. In all states, one major issue for completion and implementing scale up plan is fiscal resources to purchase additional core reading material that will be needed. To assist, national team secured outside fiscal resources to purchase complete sets of both *Reading Mastery* and *Language for Learning* for grades ECE-3 in one new pilot school in each of the state

### Data

All states and FSM NDOE are in the second year of use of the Early Literacy Monitoring (ELMo) system to collect, analyze, and report DIBELS data. Coaches continue to enter BOY, MOY, and EOY data into the system and conduct verification activities and data analysis procedures. In addition, coaches continue to use the data in ELMO to review tiers, placements, and monitor progress and student performance.

A one-week onsite training session was conducted with coaches and select administrative staff in August 2019, in preparation for the start of the school year. Training topics included: (1) using data to drive improved results: Data analysis framework and its application, (2) using data to drive improved results: completing grade level data analysis worksheets, (3) increasing knowledge and skill in using ELMO and the data analysis framework to complete the RTI data progress guiding questions, and (4) increasing knowledge and skills in using data to help teachers provide targeted and individualized instruction that addresses each student learning needs-mapping results to interventions.

In addition to providing onsite training and consultation, the technology team continues to respond to technical questions from coaches and administrators. In addition, the technology team is currently

drafting a companion-training module that can be used by FSM NDOE to train new coaches and administrators, building capacity across the system. Enhancements continue to be made to ELMO to ensure broad scope of use as FSM NDOE, state RTI teams, school level teams, coaches and teachers are able to access the data needed to make information instructional decisions in a “just in time” manner.

### Professional Development

In July 2019, FSM hosted a Coaching Institute in Kosrae. The primary goal of the week-long training was to enhance the skills of coaches in providing effective instructional feedback to teachers after observations; matching assessment data to appropriate instruction during intervention time; continued support on using Reading Mastery and Language for Learning; and enhance strategies for English oral language development and conducting teacher ‘read alouds’ to improve vocabulary and comprehension to align with state standards. The Coaching Institute was provided by FSM’s RTI consultant.

ELMO training was conducted with coaches in August 2019, in preparation for the start of the school year and Beginning of Year (BOY) assessment window. Training topics included: (1) using data to drive improved results: Data analysis framework and its application, (2) using data to drive improved results: completing grade level data analysis worksheets, (3) increasing knowledge and skill in using ELMO and the data analysis framework to complete the RTI data progress guiding questions, and (4) increasing knowledge and skills in using data to help teachers provide targeted and individualized instruction that addresses each student learning needs-mapping results to interventions. Training was provided by ELMO’s technology and data specialist.

In October 2019, FSM, along with all Pacific entities, participated in a week -long professional development conference held in Guam and supported by several national and local technical assistance centers. The *Pacific State Systemic Improvement Plan (SSIP) Collaborative* conference was designed to support the universal, targeted, and intensive technical assistance needs of the Pacific entities to address the systemic change needs for increasing reading achievement of students with disabilities. The conference focused on 5 topical areas. These include:

- Enhanced understanding of assessment systems, including both summative and formative assessments, how to select and implement appropriate accommodations for assessment and instruction, and ability to support English language learners with disabilities in assessments and instruction
- Enhanced infrastructure systems to sustain and scale-up evidence-based reading interventions
- Sustainable job-embedded professional development for developing, implementing, and evaluating specially-designed instruction (SDI)
- Sustainable coaching supports, i.e. literacy coaches, consulting resource teachers, teacher mentors, and teacher leaders, for implementing and evaluating evidence-based reading interventions
- Engaged key stakeholders, in particular parents of students with disabilities, to support the implementation of the evidence-based reading interventions.

RTI teams from all four states and FSM NDOE participated in the conference. Professional development and technical assistance were received from NCEO, NCSI, NCII, NCIL, Pacific REL, and University of Guam CEDDERS.

In addition to the professional development opportunities described above, model schools received tailored professional development from FSM's RTI consultant during 2019. The consultant conducted onsite visits to each State Department of Education and each model school 1 to 2 times during 2019 in order to (a) consult with each State RTI team, (b) provide onsite consultation to coaches, (c) deliver professional development to coaches and school staff, and (d) conduct classroom observations and provide feedback. Specific areas of professional development included: (1) Support for implementing Reading Mastery and Language for Learning program materials with fidelity (including plan for onsite coaching support), (2) Continued support and professional development for increasing English oral language skills at all grade levels, and (3) Improvement in 4th and 5th grade teachers' overall instructional skills/strategies for teaching reading and the ability to differentiate instruction for students at these grade levels.

### Technical Assistance

During this reporting period, NDOE and external consultants continued to assist states in the development and implementation of the RTI framework in the model schools. FSM receives technical assistance from various sources to support the implementation of its SSIP. FSM was selected last year to receive intensive TA from the National Center on Education Outcomes (NCEO). The intensive TA work started with last year's SSIP activities and focus on (1) enhancing alignment across all assessment areas to inform instructional practices at the state and school level, (2) enhancing knowledge and use of best practices to support assessment systems; (3) building capacity to support state/school alignment of instructional practices and student assessment results, and (4) Scaling up and enhancing the use of DIBELS in additional schools beyond SSIP model schools across all four states and enhance system support for scale up. NCEO is currently working with NDOE to draft a set of modules that can be used by classroom teachers and administrators to build and/or enhance their knowledge of formative and summative assessments and how each can be used to inform instruction. In addition, NCEO is providing technical assistance on the selection and use of accommodations for students with disabilities.

Guam CEDDERS continues to support NDOE in its efforts to improve educational results for students with disabilities through facilitating on-site content-specific technical assistance and training activities. During this reporting year, Guam CEDDERS facilitated the following topical on-site visits:

March 18-22, 2019: Guam CEDDERS June De Leon facilitated and provided support in preparation for and during the on-site consultation visit to Pohnpei State by Irina Zamora, Psy.D., Assistant Professor of Clinical Pediatrics, Keck School of Medicine, University of Southern California. Dr. Zamora, a licensed Psychologist, conducted school and home visits and training with parents and professionals as a follow-up to her November 2017 on-site consultation visit in the area of service provisions for children with autism spectrum disorder (ASD).

May 7-10, 2019: Guam CEDDERS June De Leon facilitated the off-site consultation support in preparation for the *Stepwise Process to Access Grade-Level Content Standards and Curriculum*, a 4-day



training for the FSM Alternate Assessment based on Alternate Achievement Standards (AA-AAS) development and implementation. The training was conducted in Chuuk with on-site facilitation by two LEA Special Education personnel and the SEA Special Education Assessment Coordinator.

July 23-26, 2019: Guam CEDDERS consultant Elaine Eclavea conducted the 4-day Early Childhood Outcomes (ECO) training with close to 50 FSM SEA and LEA administrators and early childhood providers held in conjunction with the MTEC in Pohnpei. The 4-day training focused on the FSM Early Childhood Outcome process and provided opportunities for applied practice for determining the child's current functional skills in each of the outcome measure and how to apply key strategies to effectively document outcome ratings with high fidelity.

September 16-24, 2019: Guam CEDDERS consultant Irina Zamora, Psy.D., conducted a 4-day on-site visit to Pohnpei, September 16-19, and a 4-day on-site visit to Kosrae, September 20-24. The visit focused on supports and services for children ASD, including home/classroom observations of children with ASD and sessions with parents and staff. The on-site visit to Pohnpei was her third visit, and to Kosrae, her first visit.

### Fiscal

Project LIFT continues to gradually grow with increased manpower, administrative, and fiscal supports from both national and state levels, although at varying levels of support. States have allocated manpower hours to revise existing policies that clearly support improving student literacy skills. States have allocated time and efforts to review alignment of Project LIFT core reading programs with state and national Reading/Language Arts curriculum. Project LIFT state teams have started to include discussion and planning of project activities along with School Improvement Plan (SIP) meetings to ensure budgeting of similar activities can be easily coordinated. States are continuing to purposefully include Project LIFT's activities in states' SIP to leverage manpower and fiscal resources.

NDOE Division of Formal & Non-Formal Education (DFNF) and Division of Special Services (DSS) continue to coordinate planning, implementation, and monitoring of Project LIFT in all four FSM states. This collaboration has been extended to the state level where both general education and special education share fiscal resources to support the project each year. For instance, travel costs for state participants to Project LIFT or SSIP meetings or trainings are shared by both general education and special education programs.

During this reporting period, both DFNF and DSS secured additional funds from FSM local funds for procurement of reading materials for all four states. The FSM 21<sup>st</sup> Congress approved the funds for the purpose of procuring complete sets of the Project LIFT core reading programs, *Language for Learning* and *Reading Mastery*, for grades ECE/K-5 to Grade 3 in one new pilot school in the four states.

FSM and its external evaluators have collected both qualitative and quantitative data to inform our decisions over the course of this reporting period. Our evaluators have worked to strike a balance between collecting the quantitative data that describes our performance on key measures while also working to tell each State's unique story of implementation – something that we value in FSM. We have worked with our evaluators to continue to review the current practices with regards to

collecting evaluation data. We have also developed a data collection schedule based on key activities over the course of the year, which drives our work for Year 4 of Phase III.

## **F. Plans for Next Year**

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

Evaluation activities planned for the coming year will include continuing with the various data collection activities that have occurred in this reporting period, including continuing to conduct snapshot data collection for Chuuk and Pohnpei. In addition, evaluators will work with coaches to implement data collection activities related to the review of coaching logs. Evaluators will be conducting focus groups with a sample of teachers in each state's model school. Finally, we will be collecting baseline data for scale out schools identified in each state that is implementing scale out activities. The data collection schedule included below identifies specific data collection components and timelines for each. Evaluators will collect data and report performance data for the intermediate and long-term outcomes during the next reporting period. Ongoing and continuous review of evaluation results will occur on a quarterly basis. Stakeholder input will be gathered regarding any proposed changes to the SSIP evaluation activities.

**FSM SSIP Evaluation Data Collection Schedule**  
Phase III Year 5: SY 2020-2021 (September 2020 to September 2021)

Data Lead Responsibility	Data Collection Method	Who Completes	Activity Description	2020				2021										
				Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep		
Coaches/Administrators	Classroom Observation/Walk-Throughs	Coaches/Administrators	Coaches submit 2-4 observations to evaluators quarterly		✓			✓				✓						
Coaches	Coaching Logs	Coaches	Coaches submit coaching logs to evaluators quarterly		✓			✓				✓						
Evaluator	Evaluator Classroom Observations	Evaluation Team as part of Snapshots - Chuuk, Pohnpei onsite; Yap and Kosrae video-tape and send to evaluators	Evaluators conduct classroom observations of 4-6 classrooms per Snapshot model school		✓	✓		✓	✓									
Evaluator	Teacher Focus Groups	Evaluation Team as part of Snapshots for all 4 states	Evaluators conduct focus groups with a sample of teachers from each state's model school		✓	✓		✓	✓									
RTI Teams Evaluator	LSIP Update and Document Review	RTI Team updates NDOE reviews and comments Evaluators conduct document review to track implementation	RTI Team updates NDOE reviews and comments Evaluators conduct document review to track implementation		✓		✓				✓							
Evaluator	Document Review of Consultant Reports	Evaluators	Document Review of Consultant Reports to assess #/types of PD/TA to states, coaches, schools		✓		✓				✓							
Evaluator	Snapshots	Evaluators/RTI teams/administrators (Chuuk, Pohnpei onsite. Yap, Kosrae virtually)	Snapshot of implementation-RTI team interviews, observations, document reviews, implementation rubric		✓	✓	✓	✓	✓	✓	✓							
Coaches/RTI teams	DIBELS Data	Coaches	Number of students at benchmark/number of students in Tiers		✓				✓				✓					
Evaluator	PD/TA Surveys	Coaches/Administrators	Survey sample of PD/TA activities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Evaluator	Baseline Data Collection for Scale-Out schools	Evaluators and State RTI team(s)	Evaluators conduct classroom observations, focus groups with teachers and review of student assessment performance data			✓	✓	✓	✓									
Evaluator	Quarterly Evaluation Reporting	Evaluator	Quarterly review of evaluation data collection results with NDOE/states		✓		✓				✓			✓				
Evaluator	APR/SSIP Stakeholder Meetings	Evaluator	Share evaluation results to various stakeholder groups					✓		✓								

FINAL =  Data Collection Time Period    ✓ = Data Collection Due

## G. What OSEP Would Like to Know...

During the July 2019 OSEP Leadership Conference, OSEP staff reviewed their findings of the SSIP Phase III Year Three submissions and highlighted what they would be looking for in the SSIP Phase III Year Four submissions. NDOE facilitated a virtual SSIP Stakeholder meeting to reflect upon and gather input for FSM's responses to OSEP's SSIP Phase III Year Four questions. The following is a compilation of the input received from national and state level stakeholders:

### 1. **What is different about your system as a result of the SSIP compared to Phase I when the system analysis was completed?**

Overall: Reading materials are available and being used to guide instructions in the classrooms, trainings are purposefully planned and directly supporting instructional needs, coaching system in place and consistently supports instructions for all students, increased sharing of information with parents, school principals more involved in instruction – going into the classrooms – walkthroughs linked to identifying teacher professional development needs

**Yap:** Materials and full time coach in place. Coaching responsibilities defined between ECE and school. Special Education (SpEd) Data Manager assists with inputting data in ELMO. Related Service Assistants assist with screening. Included ECE in the model school (scale-out). Special education and general education collaboration (SpEd teacher in GenEd class working with smaller groups).

**Pohnpei:** Two things: (1) parent attitude towards school – they are involved in most of the activities unlike the first two years; (2) teachers are doing better than the first two years; worked on changing what they have been doing and their minds [thinking] about what they have been doing.

**Kosrae:** Having a comprehensive reading intervention program with intervention time after school hours; stakeholder engagement, such as the interagency council, partners, including Kosrae Special Parent Network (KSPN), providing leveraging for the project; having focused TA through National SpEd to tailor to the needs of the program; having key stakeholders involved has a better outlook for the education system, especially for language instruction – more attention on how this can benefit the system; now training for teachers include GenEd and SpEd developing lesson plans to ensure that students with disabilities are considered; coaching position established in the Public Service System; collection and use of data is evident by all – working on interpreting data for instructional purposes – using the data and being able to share the data gives the extra boost for support from the Department; language policy revised to include English instruction in the lower grades.

**Chuuk:** Changing of schools – 3<sup>rd</sup> year for new school; having materials for all teachers and teachers using the materials this year; coaching has increased to 2 to 3 times a week; the idea of

RTI moved from SpEd to GenEd and SpEd working together; using ELMO for data analysis – before just input but this year we are using ELMO to analyze data; collaboration between the two coaches (SpEd and GenEd); working on establishing a coaching position; student data showing improvement for students who started the project from the beginning; having an assessment cadre team organized and set; reestablishment of the RTI team; transportation now provided to the coaches to visit the schools.

## 2. **Why do these changes matter for children with disabilities?**

Overall: Responsibility of the whole community; they are general education students first; they are part of the community; we are training them to be a part of the community; stronger general education system will mean a stronger system for students with disabilities; eligibility determination requires that it is not due to “lack of instruction” so improving the system helps to ensure that students identified have a disability and is not identified because of “lack of instruction”

**Yap:** The focus is the students with IEPs. SpEd is putting in a lot into the project. Focus now should be in the intensive category – need to work harder for those in need. If we have a strong core, maybe we can focus on students with disabilities. It is the project that has brought this about – progress monitoring, intervention, etc. Being able to identify the weakness helps parents to know what their kids need to work on.

**Pohnpei:** Now parents are responding, including parents of students with disabilities; now you can see parents coming to the school seeing their kids in class; parents are responding to help out with homework, assignments; parents are more responsible, such as attending the IEP meetings at the school. The data analysis for diagnostic purposes to see the specific skills needed and ELMO is helping us with that.

**Kosrae:** Focus is on students with IEPs. To get more involved in the classroom, instead of students on the side. Giving them more to do with peers. The parents can see gradual improvements. Equity – to ensure that equitable teaching services are provided for equitable learning for students with IEPs. Very important in helping children with disabilities get support to help them perform to their highest potential.

**Chuuk:** Being a coach and SpEd staff and being in the classroom, we can work with the teachers to work with them; having the parents be involved is something important. We need to keep track of the progress of the kids, especially kids with IEPs, especially those who have a lot of absences. Having the materials for all teachers, the teachers can teach special education students. Before the teachers would refer to special education but now they are able to teach these kids too with the materials and training provided.

### 3. What mechanisms or resources are in place to sustain improvement efforts?

Overall: NOTE: Website created by Project LIFT consultant is available for all teachers and coaches; National funding allotment for ordering materials

**Pohnpei:** Overall project – coaching in place, data meetings with teachers, the ELMO, leadership meeting, materials – if all consistently implemented. Materials are in the Department budget.

**Yap:** Submitting request for a full-time coach position.

**Kosrae:** Coach position established in PSS but “ungraded”; language policy has facilitated more conversation about the project; ELMO data system is very helpful for the school team to more often utilize the data; leadership team established and will continue to be utilized; looking at the results from both the NMCT assessments and RTI assessments for correlation; networks and partnerships will continue – ownership in these partnerships is strong; SpEd is under the Division of Supplemental and Support Services which is a plus to ensure continued support; Finance/budget = Since SpEd is under the Division, funding is sought from other resources, such as Supplemental Education Grants, for the materials for all schools.

**Chuuk:** Materials in place; ELMO supports.

### 4. What is the State’s plan for scale-up?

Overall: Can there be consistency in the grades identified for the scale-up school?

**Pohnpei:** Planned for one new school beginning SY20-21 – action plan for the new school is ECE-3<sup>rd</sup> grade.

**Kosrae:** Utwe Elementary School (UES) identified as scale-up school. Team identified. One PD held by consultant and coach. Although adding a school, the needs of the first model school are still being addressed. Looking at personnel replacement, continued PD. UES waiting for materials. We are looking at how and when we can get the other schools on board. We have a plan to phase in the schools each year.

**Yap:** No plan at this time to scale-up, but school was identified.

**Chuuk:** Coaches and RTI team have discussed scaling up with one school K-2<sup>nd</sup> grade.

5. **What infrastructure improvements can be leveraged to impact a different results outcome for children with disabilities?**

Overall: Required intervention time allocation. It was agreed that the processes that we have implemented could apply to the other content areas. The other area that needs to be address is the “behavior” aspect of the system of supports.

- All teachers are using the Direct Instruction model/approach. This could be something that can be leveraged into the other content areas.
- Building on the notion of “mastery” ... That they need to ensure skills are developed/ mastered before moving to the next skill ...
- There is benefit for students with disabilities. If we can go to all the schools, that would be great.

## APPENDIX A

### FSM Project LIFT School-Wide End-of-Year Data for School Year 2018-2019 for “All Students”

2018-2019    End-of-Year    All Schools    All Students

**652**  
STUDENTS ENROLLED

**460**  
STUDENTS TESTED

**71%**  
PARTICIPATION RATE

**9%**  
WITH IEP

**91%**  
WITHOUT IEP

Data Summary     Single Year Trend     Multi Year Trend

GRADE	ASSESSMENT	STUDENTS TESTED	INTENSIVE	STRATEGIC	BENCHMARK
5th	DIEBELS 5th Grade Oral Reading Fluency	83	47%	31%	22%
5th	MAZE Comprehension	50	72%	8%	20%
4th	DIEBELS 4th Grade Oral Reading Fluency	79	75%	6%	19%
4th	MAZE Comprehension	78	68%	12%	21%
3rd	DIEBELS 3rd Grade Oral Reading Fluency	83	64%	19%	17%
3rd	Sight Word Fluency	83	30%	24%	46%
2nd	DIEBELS 2nd Grade Oral Reading Fluency	83	43%	28%	29%
2nd	English Oral Language Screener	86	52%	38%	9%
2nd	Nonsense Word Fluency	84	61%	5%	35%
1st	English Letter Sound Fluency	62	47%	16%	37%
1st	English Oral Language Screener	62	23%	42%	35%
1st	Phoneme Segmentation	62	47%	34%	19%
ECE	English Letter Naming Fluency	17	18%	24%	59%
ECE	English Letter Sound Fluency	16	44%	38%	19%
ECE	Vernacular Letter Naming Fluency	50	48%	22%	30%
ECE	Vernacular Letter Sound Fluency	50	42%	26%	32%
Overall			51%	22%	27%



## APPENDIX B

### FSM *Project LIFT* School-Wide End-of-Year Data for School Year 2018-2019 for “Students with Disabilities”

2018-2019 | 
 End-of-Year | 
 All Schools | 
 With IEP

**65**  
STUDENTS ENROLLED

**40**  
STUDENTS TESTED

**62%**  
PARTICIPATION RATE

**100%**  
WITH IEP

**0%**  
WITHOUT IEP

Data Summary 
  Single Year Trend 
  Multi Year Trend

GRADE	ASSESSMENT	STUDENTS TESTED	INTENSIVE	STRATEGIC	BENCHMARK
5th	DIEBELS 5th Grade Oral Reading Fluency	6	100%	0%	0%
5th	MAZE Comprehension	3	100%	0%	0%
4th	DIEBELS 4th Grade Oral Reading Fluency	6	100%	0%	0%
4th	MAZE Comprehension	6	83%	17%	0%
3rd	DIEBELS 3rd Grade Oral Reading Fluency	6	100%	0%	0%
3rd	Sight Word Fluency	6	83%	17%	0%
2nd	DIEBELS 2nd Grade Oral Reading Fluency	7	86%	0%	14%
2nd	English Oral Language Screener	8	88%	13%	0%
2nd	Nonsense Word Fluency	7	100%	0%	0%
1st	English Letter Sound Fluency	5	60%	40%	0%
1st	English Oral Language Screener	5	60%	40%	0%
1st	Phoneme Segmentation	5	60%	40%	0%
ECE	English Letter Naming Fluency	2	100%	0%	0%
ECE	English Letter Sound Fluency	1	100%	0%	0%
ECE	Vernacular Letter Naming Fluency	7	71%	14%	14%
ECE	Vernacular Letter Sound Fluency	7	86%	14%	0%
Overall			85%	13%	2%

**APPENDIX C**  
**FSM State Systemic Improvement Plan (SSIP)**  
**RTI Project Lift Overall Strategic Plan**  
**Federated States of Micronesia**  
**PROGRESS OF IMPLEMENTATION**



INFRASTRUCTURE Area & Description	PROGRESS OF IMPLEMENTATION (submitted as Appendix C in SSIP Phase III, Year Two, April 2, 2018)			PROGRESS OF IMPLEMENTATION	PROGRESS OF IMPLEMENTATION
	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status <b>What have we done from April 2019-February 2020?</b>
<b>Commitment and Leadership:</b> <i>Establishment of National and State Leadership Teams, with Building Level support to the school principal as the instructional leader.</i>					
<b>National Level</b>	<ul style="list-style-type: none"> <li>Supported States to further enhance Language Curriculum, Standards, and Benchmarks and the adoption of a Core Reading program to support curriculum, which align to NDOE's vision: <i>A unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific community, and the world.</i></li> <li>Facilitated the completion of the FSM RTI Manual. Dissemination of the manual included posting the manual on FSM Special Education website, <a href="http://www.fsmsped.org">www.fsmsped.org</a></li> <li>NDOE Divisions of Formal and Non Formal Education and Schools and Division of Special Services continued to share responsibilities and resources to support the project.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated with Project LIFT consultants and McGraw Hill Education to conduct the first FSM Reading Symposium on July 6-11, 2017. This will be an ongoing symposium to train at least 2 Literacy Reading Coaches as Certified Trainers from each of the four FSM states.</li> <li>Initiated review and revision of FSM RTI Manual based on lessons learned from implementation of project since 2016.</li> <li>Initiated collaboration with NDOE Division of Formal and Non Formal Education and Schools' project called Improving Quality Basic Education (IQBE) which is a 5-year project focused on improving student learning outcomes in reading and math. This National IQBE initiative include participation of the four states and will focus on improving language curriculum, assessment, data collection, accreditation, and personnel development.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate with McGraw Hill trainers and Project LIFT consultant to conduct the 2<sup>nd</sup> Reading Symposium on August 1-4, 2018 in Chuuk. Will also coordinate with consultant and coaches to present literacy instruction strategies and project data during Micronesia Teacher Education conference on August 6-10, 2018.</li> <li>Conduct workshop on revised RTI manual.</li> </ul>	<ul style="list-style-type: none"> <li>McGraw Hill Education trainers and Project LIFT consultant conducted a series of trainings in Chuuk on July 2018. The first, which was the second FSM Summer Reading Institute/Academy, was held on July 2-6, 2018 to certify Reading Coaches on the core reading programs, <i>Reading Mastery</i> and <i>Language for Learning</i>. The number of certified Reading Coaches from each state are as follows: Kosrae-3; Yap-1 (2 previously certified); Chuuk-1 (2 previously certified); and Pohnpei-3. During these dates, Project LIFT consultant and McGraw Hill Education trainers conducted a separate training for Chuuk Department of Education teachers. Previously certified Coaches co-facilitated training. Project LIFT consultant and 1 Coach from Chuuk DOE co-presented two Literacy presentations during the 2018 Micronesia Teacher Education Conference held in Chuuk on July 9-12, 2018. Number of participants in these two sessions were 102 and 52, respectively. Project LIFT consultant helped to host a parent literacy meeting with pilot school parents.</li> <li>RTI or Project LIFT manual revised as planned to include additional guidance for project implementation and scaling up of literacy initiative in more schools in each of the four states. Onsite trainings were conducted in two of four states. Training will continue in the other two states pending contract approval for Project LIFT consultant.</li> </ul> <p>(NOTE: Throughout this Progress of Implementation document and the SSIP narrative report, FSM LIFT Leadership team agreed to replace term 'pilot school' with 'model school'. The team generally agreed on this because student performance data confirmed the effectiveness of this literacy intervention and instructional method. In addition, each state leadership team have in place a scale up plan and they are gearing up to extend the method to more schools in their respective state.)</p>	<ul style="list-style-type: none"> <li>The FSM Administrative and Coaching Manual for Project LIFT was revisited to ensure project activities were implementation in all four FSM states with fidelity. One area reviewed with additional guidance provided to all states is on Data Analysis and the logistics of Meeting Planning. Relatedly, guidance were provided to states to revisit State-Level LIFT Team and Building-Level LIFT Team to ensure appropriate team members are at planning meetings and able to follow process outlined in chapter 3 of the Project LIFT manual. Reviewed RTI planning meeting guidelines to provide additional guidance to the states as they restructure and strengthen their State-Level RTI Leadership Team.</li> <li>Project discussions included in other leadership meetings as a means to integrate the focus into existing meetings/priorities.</li> <li>Within this reporting period, six (6) on-site technical assistance visits were completed by Project LIFT consultant: Chuuk-May 8-17, 2019; Kosrae-May 6-7, 2019 and September 23-27, 2019; Pohnpei-July 22-26, 2019 and September 30-October 4, 2019; and Yap-May 20-24, 2019. The focus areas of these on-site visits are as follows: <ul style="list-style-type: none"> <li>Data analysis and intervention strategies</li> <li>Placement testing, grouping and goal setting</li> <li>Review successes and challenges for scale-up planning or execution of plan</li> <li>PD-planning and implementation strategies</li> <li>Updated review of local curriculum and alignment with core reading programs</li> <li>Classroom observation supports</li> </ul> </li> </ul>

## APPENDIX C

INFRASTRUCTURE Area & Description	PROGRESS OF IMPLEMENTATION (submitted as Appendix C in SSIP Phase III, Year Two, April 2, 2018)			PROGRESS OF IMPLEMENTATION	PROGRESS OF IMPLEMENTATION
	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status What have we done from April 2019-February 2020?
					<ul style="list-style-type: none"> <li>• Additional funds secured from FSM Congress to procure complete sets of the two (2) core reading programs for one new school in each of the four state. The state of Kosrae is ready to scale up to one new school in SY2020-2021 and will be receiving its reading material before the school year begins. Technical assistance have been provided to the new school and trainings on the reading material are scheduled for the summer of 2020.</li> <li>• Early Literacy Monitoring (ELMO) database upgraded to reflect changes in screening protocols and adding new features to simplify data for all users for purposes of improvement planning at all levels. Some of these features are as follows:               <ul style="list-style-type: none"> <li>○ Ability to disaggregate general education and special education student data on students tested and participation rate</li> <li>○ Student data can be filtered to a specific reporting year</li> <li>○ Aggregate percentage of students making progress, at state and national levels</li> <li>○ Aggregate percentage of students who 'leveled up' (moved up a performance level)</li> <li>○ Can sort data from all of the data points</li> <li>○ Ability to develop statistical tables for single-year and multi-year trend charts</li> </ul> </li> </ul>
<b>State Level</b>	<ul style="list-style-type: none"> <li>• State DOE Division of Curriculum and Instruction supported the adoption of a Core Reading program to support English instruction in pilot schools. State DOE Curriculum Chiefs are members of the State RTI team.</li> <li>• State Project LIFT teams revisited composition of teams and reorganized to ensure appropriate team members are included and actively involved in the project planning and implementation of activities.</li> <li>• In two states, assistant Coach positions were</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State</b> continues to implement activities with its RTI team. Yap continues with 2 Lead Coaches and 1 Assistant Coach. Coaches and Teachers continue to use core reading programs (Language for Learning and Reading Mastery) since March 2017, and have also received trainings from project consultant and McGraw Hill trainers. Yap RTI team also did public radio announcements of the project, conducted a Parent Literacy Night, and built a billboard by the pilot school's entrance.</li> <li>• <b>Kosrae State</b> continues to implement project activities with available core reading material. It is in process to add 2 new project team members and replace 1 inactive member.</li> <li>• <b>Pohnpei State</b> also continued to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State:</b> Facilitate a department-wide effort to reconstitute RTI team with new and active members and identify roles and responsibilities for every member. Establish a department Memorandum to facilitate better understanding and increased ownership by other department administrators and division chiefs. Coaches will continue to participate in Parent-Teacher meetings at the two pilot sites (ECE is in a separate location away</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>• The effort to revisit and reorganize Yap LIFT team with new and active members was discussed with Yap DOE key staffs during a management meeting on September 13, 2018. The management team agreed to draft up a directive to include new members and increase ownership of project LIFT by other department divisions. The directive was delayed with changeover of department directorship in midyear of 2018. Yap team will pursue this effort with the newly seated Director of Education.</li> <li>• Yap LIFT team conducted awareness meetings/presentations to increase understanding and support from the following stakeholder groups:               <ul style="list-style-type: none"> <li>○ Yap State Legislatures (Nov. 15, 2018)</li> <li>○ Gaanelay PTA (Nov. 16, 2018)</li> <li>○ Ulithi School Principals and Parents (Nov. 19, 2018).</li> </ul>               National DOE staffs will conduct a follow up meeting and survey of proposed scale up school in Ulithi during its onsite monitoring and verification of Yap Special Education program on April 8-12, 2019.             </li> </ul> <p><b>KOSRAE:</b></p>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>• ECE coach shares about the project LIFT in ECE orientations for awareness, for both teachers and parents.</li> <li>• Gaanelay School has a plan in place for the next Literacy Night. The principal and Coach Glenda are still planning to set a date for the said event.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>• RTI (State) Leadership Team composition revisited, modified, and endorsed by KDOE Director in August 2019 to include additional key partners/ stakeholders and personnel, such as IQBE, PREL, GenEd Chief, LA Specialist, Scale-up school principal, and a parent representative.</li> <li>• A request to DOE leadership to allow the RTI members to be included in the School Improvement Teams, especially for the annual planning process.</li> <li>• Full time head coach contract approved effective Monday, March 30, 2020.</li> <li>• Co-financing of personnel, facilities, maintenance, utilities, and</li> </ul>

## APPENDIX C

INFRASTRUCTURE Area & Description	PROGRESS OF IMPLEMENTATION (submitted as Appendix C in SSIP Phase III, Year Two, April 2, 2018)			PROGRESS OF IMPLEMENTATION	PROGRESS OF IMPLEMENTATION
	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status <b>What have we done from April 2019-February 2020?</b>
	<p>created because lead Coaches are Special Education specialists with regular duties and responsibilities that do not give them enough time to focus on the project activities. In Yap, there are actually 2 Coaches (the lead Coach at Gaanelay Middle school and the second Coach at the ECE center) and 1 Assistant Coach.</p> <ul style="list-style-type: none"> <li>Coaches conduct screening results meeting with teachers, principals, and administrators three times a year to review BOY, MOY, and EOY screening results. Three of the four states are consistently meeting after each of the screening to review results and plan instructional activities according to screening outcomes.</li> <li>All State DOE and State Special Education Programs share resources to implement Year 2 activities. Same at the national level.</li> </ul>	<p>implement project instructional activities with available core reading materials. Instructional team continued to meet after 2016-17 EOY, 2017-2018 BOY and MOY assessments. Pohnpei has a new project school Principal since December 2017 and he is very committed to support the project. With state DOE 2017 reorganization, Project Liaison shifted and replacement is being considered.</p> <ul style="list-style-type: none"> <li><b>Chuuk State</b> continues with an active RTI team. Mechitew is new project school for Chuuk and school principal is also very committed and active. Project school received complete set of Reading Mastery materials in March 2018. Chuuk hired a full-time Coach and assisted by a part-time Coach, who is a special education staff. Project team met 3 times before administering BOY, MOY, and EOY and after administration to review results. Team added a fourth meeting after EOY to conduct Project Implementation Plan (PIP) in preparation for the next school year.</li> </ul>	<p>from the Gaanelay Middle School).</p> <ul style="list-style-type: none"> <li><b>Kosrae State:</b> Project LIFT team members will be regrouped to include only active members and new members to include ECE Coordinator, Chief of Curriculum, and state-level IQBE Project Coordinator.</li> <li><b>Pohnpei State:</b> Identify new Project Liaison; strengthen collaboration with new leadership team; conduct a series of project awareness and updates to Department Director and key staffs.</li> <li><b>Chuuk State:</b> Reorganize Project LIFT team to include additional staffs that can impact the success of the project; hire 2 additional full-time coaches (1 SpEd and 1 GenEd).</li> <li><b>Parents Involvement</b></li> </ul>	<ul style="list-style-type: none"> <li>Reorganized state LIFT team to include ECE coordinator, vice principal (newly appointed as of January 2019) for project model school. Still working on bringing in chief of curriculum and Improving Quality Basic Education (IQBE) representatives. State LIFT team will continue to work on including these two pillars of the Kosrae DOE.</li> <li>Kosrae LIFT team Lead retired as of December 2018 and replacement process will be completed by March 2019. New LIFT team Lead will be assigned the role to include new members and finalize work on designating lead coach as a full-time coach.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>On March 2018, Pohnpei DOE Director appointed the Sokehs/Kolonia school district superintendent as the new Pohnpei LIFT team Lead. The Pohnpei LIFT team met for the first time with its newly appointed team Lead. Team Lead attended SSIP leadership meeting on March 2018 in Yap.</li> <li>Pohnpei LIFT team presented project updates with student data at a State DOE Leadership meeting to Pohnpei DOE Education Leadership Council and its Board of Education members on July 2018.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>With the new school in Chuuk implementing LIFT, the existing Chuuk LIFT team continues to prioritize reorganizing its team to include the new principal and teachers of the model school and other relevant key administrators and staffs from the central office of Chuuk DOE. The new principal is a member but has not received direct training from LIFT consultant. Team Lead is assigned the task to finalize employment action for full-time coach and coordinating training for new principal. Two staffs certified as coaches provided coaching assistances to school teachers. Coaches had conducted meeting/training with the parents (RTI Awareness and Parent Night) during 2018 MTEC in July.</li> </ul>	<p>other program implementation costs continued to be provided by KDOE.</p> <ul style="list-style-type: none"> <li>Supervision and management of program implementation continued to be overseen by the School Principals and Coach. Project coordination and general oversight continued to be supported by the State RTI Leadership Team. Scale Up activities and timeline developed August 2019.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li><b>On January 31, 2020, the Project LIFT Model School was awarded most improved school of the year 2018-2019 at the Education Day.</b></li> <li>RTI Team met several times during this reporting period. Plans for quarterly meetings scheduled.</li> <li>RTI State Leadership Team revisited and will include a parent representative.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>RTI Team meet at the beginning of the year to review results from the Beginning of Year (BOY).</li> <li>RTI Team to include a parent representative.</li> <li>RTI priorities to be included in the School Improvement Plan.</li> <li>Schedule created for community involvement.</li> </ul>
<b>Building Level</b>	<ul style="list-style-type: none"> <li>Principals' involvement and support improved since first year of project implementation. With their push, the school administration were able to do the following: <ul style="list-style-type: none"> <li>School schedule changed to include after school hours for the extra time required for Tiers 2 and 3 interventions;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Yap State</b> Principal continues to oversee project implementation with coaches and teachers.</li> <li><b>Kosrae State</b> Principal and Coaches conducted 5 documented classroom observations and walk-thru and have met with teachers</li> </ul>	<ul style="list-style-type: none"> <li>All states will focus on additional training and supports to Principals to ensure that they can conduct quality classroom observations and</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>The school principal is well aware of what to do in terms of observation and training teachers.</li> <li>Falalop Ulithi Elementary School (FUES) and FUES Early Childhood Education (ECE) center have been confirmed as new scale up schools. Falalop Ulithi is an outer island of Yap and ECE center is not on FUES campus.</li> <li>A LIFT awareness meeting was held in Falalop Ulithi for the community, the principal and his staffs, and other principals from the other schools in Ulithi lagoon.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>The Principal did walkthroughs and observations from the beginning of the SY 2019-2020. She gets updates on lessons from each teacher teaching ELA.</li> <li>ECE coach oversees the implementation of the project at the ECE level. Doing walkthroughs and observations for the two ECE classes implementing the program.</li> </ul>

## APPENDIX C

INFRASTRUCTURE Area & Description	PROGRESS OF IMPLEMENTATION (submitted as Appendix C in SSIP Phase III, Year Two, April 2, 2018)			PROGRESS OF IMPLEMENTATION	PROGRESS OF IMPLEMENTATION
	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status What have we done from April 2019-February 2020?
	<ul style="list-style-type: none"> <li>○ Screening schedule fully implemented in almost all pilot schools and classes (or each grade level) are prepared for the on-going 3 times a year screenings; student progress monitoring that started in some schools will require more screenings and support from principals.</li> <li>○ Principals and administrators are consistently conducting power walk-thrus or classroom observation.</li> <li>● Principals still need more training on literacy leadership. Proposed NDOE principal academy initiative will be leveraged to support principals targeted skills in literacy leadership.</li> </ul>	<p>of the outcomes.</p> <ul style="list-style-type: none"> <li>● <b>Pohnpei State</b> new Principal conducted first classroom observation of all grade levels with consultant and coaches in March 2018.</li> <li>● <b>Chuuk State</b> new Principal established intervention schedule for all grades and scheduled screening dates for BOY, MOY, and EOY. Principal also conducted classroom observations with coaches and will need training on the instructional programs being implemented in the classrooms.</li> </ul>	<p>provide the necessary training supports to teachers as may be needed. This is especially true for the new Principals in Chuuk and Pohnpei.</p>	<p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>● New Principal is very committed and supportive in ensuring that teachers and coaches are on track with Reading Mastery (RM), Language for Learning (LFL), and even extended reading block time.</li> <li>● Principal conducted Professional Development with coach concerning components from KDOE strategic plan that are relevant and of which LIFT activities are aligned with.</li> <li>● Vice Principal was hired January 2019 and had attended FSM SSIP Leadership meeting in Pohnpei on March 19-22, 2019. He was a former teacher at the project model school and continues to be strong supporter of the project.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>● Pohnpei and Chuuk project school principals attended basic special education training for teachers and principals on Guam hosted by Guam CEDDERS and Dr. Bateman and Jennifer Cline on December 12 &amp; 13, 2018.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>● Trainings have been taken place only with the teachers. Principal is only aware of the program and hasn't been in any of the trainings scheduled by LIFT consultant. Principal was pulled aside for accreditation work during the same week training was scheduled for him and other staffs. Follow up training is scheduled and will be provided by Project LIFT consultant in 2019.</li> </ul>	<p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>● The Assistant Principal at the model school is fairly new to his position. He is in the process of becoming knowledgeable about reading instruction and assessment within Project LIFT. Components of the model school's reading plan is incorporated into their overall School Improvement Plan. This will assist with strengthening the building leadership for Project LIFT.</li> <li>● School level team at the scale up site (Utwe Elem.) also established RTI School Team comprised of the Principal and Vice Principal, Language Art Teachers from ECE- Grade3, Resource Room teachers, and a parent representative.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>● The principal at the model school has become knowledgeable about Project LIFT's assessments and instructional programs and materials. He is also knowledgeable about Pohnpei Standards. He has been effective at setting up an overall plan for reading instruction along with working on teacher attendance, student attendance and other factors that influence achievement.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>● Professional growth for the model school principal related to assessment measures, data analysis, and effective instructional delivery continues so that the he can take a greater role in the implementation and ongoing leadership of Project LIFT.</li> </ul>
<b>Coaching:</b> <i>Identification of a coach with development and implementation of coaching professional development.</i>					
<b>Responsibilities</b>	<p><b>State and Building Levels:</b></p> <ul style="list-style-type: none"> <li>● Project LIFT consultant conducted trainings to classroom teachers and coaches in all four states. Trainings were attended by project grade level teachers and also teachers in grades 6-8 in elementary schools for grades ECE to 8<sup>th</sup>.</li> <li>● Coaches conduct on-going trainings to other project grade level teachers using training modules developed and made available on</li> </ul>	<ul style="list-style-type: none"> <li>● Project consultant conducted at least one on-site training and several virtual trainings to all project coaches and teachers.</li> <li>● <b>Yap State</b> initiated student progress monitoring in October 2017 with 3 ECE students and 1 student in grades 1-3. Coaches, assisted by special education Assessment personnel, conducts screening and Coaches compile and analyze results with assistance of project consultant.</li> <li>● <b>Kosrae State</b> received training from project consultant on classroom observation,</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Yap State:</b> Establish schedule for Coaches to include increased number of classroom observations and PDs; Project Liaison will ensure that all members are actively involved and carry out their respective tasks by requiring members to report updates during monthly</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>● Schedule of last school year activity was developed, however, it was not fully implemented due to conflict of responsibilities of the coaches. YDOE is processing Personnel Action for Lead Coach to be transferred back to Special Education and should allow for more focused time on project activities.</li> <li>● Yap LIFT team revised its annual LIFT plan for SY 2018-2019 and will continue to implement project activities as scheduled therein.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>● 3 teachers from Pilot school were certified during the 2<sup>nd</sup> FSM Reading Institute/Academy in Chuuk on July 2018.</li> <li>● Coaches conducted workshop/trainings for parents (Parents' Night) and teacher on the core reading programs, highlighting some of the skills and lessons students are learning, and the placement tests teachers administer as part</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>● Coaches developed a schedule, which includes activities such as Observations, Professional Developments for teachers, Walk-Throughs, and Progress Monitoring.</li> <li>● Assessment Cadre: The Assessment Team consists of seven special education staff and the coaches to conduct the BOY, MOY and EOY.</li> <li>● Coaches are working with the School principal to ensure activities are carried out accordingly.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>● Model school coach transitioning to full-time RTI Head Coach. New employment contract for full-time RTI Head Coach expected to be finalized and executed by end of March 2020. Roles &amp; Responsibilities include coordination and facilitation of coaching</li> </ul>

## APPENDIX C

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	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status What have we done from April 2019-February 2020?
	<p>Project LIFT website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a></p> <ul style="list-style-type: none"> <li>• Technical assistance provided to principals and coaches on classroom observations. The focus was on identifying instructional strengths and areas needing “polishing”, to ensure that there is evidence of the evidence-based instructional practices, and to model feedback to the teachers.</li> <li>• During on-site visits where teachers were observed and coaches interviewed to assess project progress, at least 3 of the 4 states were provided technical support to establish student progress monitoring.</li> </ul>	<p>comprehension strategy, and general literacy and intervention strategies. Received technical assistance by Sigma Associates, Inc. on data review and evaluation. Held meeting with teachers to review, analyze and understand student data.</p> <ul style="list-style-type: none"> <li>• <b>Pohnpei State</b> received additional training support from project consultant to new school Principal and on diagnostic assessment for purpose of student progress monitoring. Additional support also provided by consultant on classroom observation to principal and coaches. 12 walk-thru were documented as being completed by coaches.</li> <li>• <b>Chuuk State</b> teachers at new project school, including teachers in grades 6-8, received training by consultant. Coaches also conducted training using training modules on project website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a></li> </ul>	<p>meetings. Monthly updates will be shared with Department Director and key staffs.</p> <ul style="list-style-type: none"> <li>• <b>Kosrae State:</b> to establish an annual schedule for coach and Project Liaison.</li> <li>• <b>Pohnpei State:</b> will conduct four (4) PDs per quarter.</li> <li>• <b>Chuuk State:</b> will include all teachers at pilot school in all trainings to be provided by coach and project consultants.</li> </ul>	<p>of the project.</p> <ul style="list-style-type: none"> <li>• LIFT team Lead had retired and new Lead will finalize schedule of project activities. Personnel Action for new Lead is expected to be finalized by end of March 2019.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>• SY17-18: Project LIFT coaches conducted three professional development training. In addition, a four-day on-site training was provided by Project LIFT consultant.</li> <li>• Two coaches and one 4<sup>th</sup> grade teacher attended the 2<sup>nd</sup> FSM Reading Institute/Academy held in Chuuk on July 2018 and all three certified as Reading coaches. PDOE Project LIFT coach attended a workshop on the revised LIFT/RTI manual conducted by Project LIFT consultant, Dr. Elizabeth Jankowski.</li> <li>• In August 2018, LIFT coaches conducted a training for teachers and principal on Language for Learning (LFL) placement, Reading Mastery (RM) placement, and assessment checkouts.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>• McGraw Hill trainers, LIFT consultant with Yap and Chuuk coaches, conducted training for teachers and principals at project model school on July 2-6, 2018, the week before 2018 MTEC conference in Chuuk.</li> </ul>	<p>&amp; trainings for teachers, administration of screening/placement tests, classroom observations, and assessments (BOY, MOY, EOY). Leading on data compilation, analysis, review, and reporting are also included in the responsibilities of the RTI Head Coach.</p> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>• Coaches conducted two professional development sessions, with one of the sessions co-facilitated with the project consultant.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>• Assigned coaches from General Education and Special Education. The Department is working on hiring a full time coach by April 2020.</li> </ul>
<b>Coaching Professional Development</b>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> Planned the on-going training for coaches, teachers, and others on use of the instructional materials. Facilitated the training sessions for all teachers and support personnel, with an invitation to the College of Micronesia (COM-FSM) Instructors/Division Chairperson for Associate of Arts in Pre-Teacher Preparation course enhancement.</li> <li>• During this reporting period, Project LIFT team members</li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> Co-facilitated a Reading Symposium with Project LIFT consultant and McGraw Hill trainers in Yap for all state coaches, including some teachers and administrators. Project consultant will conduct onsite follow up with select coaches to ensure their progress toward full certification as <i>Reading Mastery</i> and <i>Language for Learning</i> trainers.</li> <li>• Project LIFT consultant</li> </ul>	<ul style="list-style-type: none"> <li>• All states are looking forward to second Reading symposium to be facilitated by McGraw Hill and more literacy instructional trainings for coaches and teachers to be provided by project consultant.</li> <li>• <b>National Level:</b> will work with states on scaling up</li> </ul>	<ul style="list-style-type: none"> <li>• The second FSM Reading Institute/Academy was held in Chuuk on July 2-6, 2018. Project LIFT consultant, Dr. Elizabeth Jankowski, and McGraw Hill Education conducted the training to certify teachers as Reading Coaches on the Language for Instruction and Reading Mastery core reading material used in all project schools. In addition to the few teachers that were certified in the first Reading Institute/Academy, the total number of certified Coaches in each of the state are as follows: <ul style="list-style-type: none"> <li>○ Yap-3</li> <li>○ Pohnpei-3</li> <li>○ Kosrae-3</li> <li>○ Chuuk-3</li> </ul> </li> <li>• On July 9 &amp; 10, 2018, new assessment tools were</li> </ul>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>• Training primarily for coaches held in Pohnpei during the MTEC week in July 2019.</li> <li>• ELMo Training took place in Yap during summer 2019 and all coaches and data managers participated.</li> <li>• Coaches participated in the October 2019 Pacific SSIP Collaborative in Guam that included workshops on coaching strategies across the nation.</li> <li>• Coaches work with project consultant to facilitate professional development sessions with the teachers.</li> </ul>

## APPENDIX C

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	<p>from Kosrae presented during the Micronesia Teacher Education Conference (MTEC) on some of the specific instructional methods of English language instruction. The NDOE also presented a project update at the conference and the status of the data collection and reporting database in development to support the project's data collection, analysis, and reporting.</p> <ul style="list-style-type: none"> <li>Support to coaches will continue as a priority focus of the project to ensure coaches and other key stakeholders have good understanding of their respective roles to ensure success of student learning throughout the project.</li> </ul>	<p>provided both onsite and virtual (Skype) technical assistances to Yap and Kosrae coaches.</p> <ul style="list-style-type: none"> <li><b>Kosrae State:</b> developed a professional development calendar to require training on priority areas at the end of each quarter; conducted two (2) parent literacy nights at the beginning of the school year to help parents understand and learn what their kids are learning in school so they can help at home.</li> </ul>	<p>and identification of new coaches to ensure they can also be included in all upcoming PDs.</p>	<p>introduced to all coaches and teacher trainees.</p> <ul style="list-style-type: none"> <li>On November 2018, NDOE provided technical assistance and guidance on scaling up during APR Leadership meeting in Chuuk. Templates and forms were provided to all states to guide their assessment of infrastructure and planning on scale up. Each state now has in place an approved scale up plan.</li> <li>On April 30-May 4, 2018 and February 25-March 1, 2019, Early Literacy Monitoring (ELMo) development/trainings were held in Kosrae for all coaches and other school administrators. Trainings were conducted by Sigma Associates Inc. Not only was this data base development intended to support data collection and analysis of student performances, it was also intended to allow administrators at state and national levels to have ready access to project data to support department wide planning and improvement efforts.</li> </ul>	
<b>Assessments:</b> <i>Selection and implementation of the screening assessment in the four pilot schools.</i>					
<b>Select Assessments</b>	<ul style="list-style-type: none"> <li><b>National Level:</b> Planned the on-going technical assistance to the State-level RTI Leadership Teams and pilot schools for the screening and assessment implementation with fidelity.</li> <li>The assessment plan discussions were finalized during the meeting in Yap in March 2017 and each state will have a formalized assessment plan ready for the coming school year.</li> <li>Three of four states will begin progress monitoring of selected students in Tier 3. Two of four states have started doing progress monitoring in 2016, but all four states will have formally established guidelines to follow beginning SY 2017-2018.</li> </ul>	<ul style="list-style-type: none"> <li><b>National Level:</b> worked with project consultant to review and adjust screening tools based on students' performances for the past two years. The revisions will be implemented in SY2018-19.</li> <li><b>Kosrae, Pohnpei and Yap</b> continue to monitor progresses of select Tier 3 students based on their assessment plans. <b>Chuuk</b> state's new project school will review its assessment plan to incorporate progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>All states will begin SY18-19 with new and adjusted assessment plan using appropriate screening tools per grade level. In addition, progress monitoring will also continue in Kosrae, Pohnpei and Yap. Chuuk state will review its vernacular assessment and ensure that instruction and assessment are aligned.</li> </ul>	<ul style="list-style-type: none"> <li>All model schools implemented new adjusted screening tools for all grade levels in SY 2017-2018, and continued into SY 2018-2019. The new screening tools are aligned with LFL, RM, and Vernacular Readings used for instruction at all model schools.</li> <li>All model schools completed SY 2017-2018 End of Year (EOY) screenings and inputted all scores on ELMo, using the newly developed cut-off scores for each of the performance levels: Benchmark, Strategic, and Intensive. The data from ELMo are used in this SSIP Phase III Year III report.</li> <li>On student progress monitoring, Yap, Kosrae, and Pohnpei continue to implement progress monitoring in their model school. These states are also revising progress monitoring schedule and activities to ensure that the process is properly and appropriately</li> </ul>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>In consultation with the project consultant, the assessments were revised to align with the adopted reading curriculum: Reading Master (RM) and Language for Learning (LFL). The school year 2018-2019 was the first year the revised assessments were implemented.</li> </ul>

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				implemented. Chuuk will begin developing progress monitoring plan after more student data are available for review and consideration.	
<b>Conduct Assessments</b>	<ul style="list-style-type: none"> <li>Benchmark screenings 3 times a year on-going in all four states. Screening outcomes are compiled and sent to project consultant to compile and analyze all state results. Development of web-based data system (ELMo) scheduled for deployment in summer 2017 will assist states with immediate data collection, analysis and review for instructional decision making.</li> <li>Two states have begun to conduct progress monitoring for selected students in Tier 3. One State selected the bottom 3 students for Tier 3 and is implementing progress monitoring. The other State is looking at the bottom 2 students for Tier 3.</li> </ul>	<ul style="list-style-type: none"> <li>All states continued to use DIBELS to screen student performance 3 times per school year for grades ECE to 5 (except Yap state since project school does not have a grade 5). Kosrae, Pohnpei and Yap also continued to conduct progress monitoring of select Tier 3 students.</li> <li><b>Yap State:</b> For progress monitoring, 3 from ECE and 1 per grades 1-4. Both SpEd and GenEd teachers assisting to deliver instructional supports to these 7 students.</li> <li><b>Kosrae State:</b> For progress monitoring, 2 students per grades ECE to 5<sup>th</sup>, for a total of 18 students, of which 9 are students with IEPs. Both SpEd and GenEd teachers assisting to deliver instructional supports to these 18 students.</li> <li><b>Pohnpei State:</b> 3 students from grades ECE to 5<sup>th</sup> who were in Tier 3, are selected for progress monitoring. Coaches, SpEd and GenEd teachers developed goals for each student based on their respective baseline data and conduct progress monitoring twice a month.</li> <li><b>Chuuk State:</b> progress monitoring will begin by SY2018-2019 at the new pilot school.</li> </ul>	<ul style="list-style-type: none"> <li><b>Yap State:</b> increase number of trained screeners and include LIFT screening schedule to department's school calendar and will email notices to school and screeners one week prior to screening.</li> <li><b>Kosrae State:</b> will continue to conduct RMSE checkout after every 10 lessons; administer DIBELS 3 times per year; and conduct progress monitoring every two weeks.</li> <li><b>Pohnpei State:</b> will administer progress monitoring every two weeks and will train teachers to administer progress monitoring screenings.</li> <li><b>Chuuk State:</b> will establish a trained cadre of screeners to assist coaches to conduct screenings three times a year and will conduct training workshops before administration of each screening.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>Yap LIFT team had already identified five staffs as new members of the existing assessment team. The new members were trained by the certified coaches and participated, for the first time, in the SY18-19 Beginning of Year (BOY) screening from September 10-21, 2018.</li> <li>The new members will be provided with additional trainings, schedule of screenings, and will continue to participate in the upcoming screenings.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>Kosrae LIFT team continues to administer DIBELS 3 times in SY 2017-2018, and continue into SY 2018-2019. Consistent with the project manual, during each school year, the BOY is administered on September 10-21, MOY is administered January 7-18, and EOY is administered on May 6-17. The school LIFT team have been administering Reading Mastery check out assessments after every 10 lessons.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>Pohnpei LIFT team is revising its progress monitoring timeline to ensure that the process and its assessments are properly and appropriately implemented. They are focused on selection criteria for students to be included in the progress monitoring, with consideration of time of the school day, and how much time would be appropriate for the additional instruction. Pohnpei LIFT team completed its SY 2018-2019 BOY and MOY screenings and will be confirming data analysis with the EOY data expected to be collected on May 6-17, 2019 to make a better decision on which students will be selected for progress monitoring.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>Assessment Cadre needs to be in place/appointed by coordinator, chief or supervisor.</li> </ul>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>Assessment Cadre in place in each state to conduct the assessment (BOY, MOY, and EOY).</li> </ul> <p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>Yap Team maintains the same assessment elements since its last revision during school year 2018-2019.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>Observation Team re-established to enhance consistency and fidelity in teacher observations. The observation team includes the members of the State RTI Leadership Team, Head Coach/ Assistant Coaches, and school principals.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>Working on increasing the Assessment Cadre members to include possibly the General Education Language Arts Specialist or Assessment Coordinator.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>Working on training for new Assessment Cadre members.</li> </ul>



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<b>Data Analysis:</b> <i>Establishment of the Project LIFT Data Team with professional development to the team for analyzing and interpreting data for improving instruction.</i>					
<b>RTI Data Team</b>	<ul style="list-style-type: none"> <li>For this reporting period, the RTI Data Team is comprised of the Coach (Assistant Coach) and teachers. Coaches and Assistant Coaches conduct the screenings and receive the analyzed results from project consultant to share with teachers, principals, and others. When they meet to review screening data, this is the RTI Data team. This team meets after the BOY, MOY, and EOY screenings to review outcomes and do internal analysis of the results. Principals are oftentimes in these meetings. Based on screening results, Coaches will conduct on the spot trainings to teachers based on areas where students' performances are low. All states are still working to develop an annual PD schedule with general education to include areas needing "polishing" based on screening results.</li> </ul>	<ul style="list-style-type: none"> <li>RTI Data Teams from each state continued to conduct screenings and data analysis. Project consultant supported states' data analysis. Coaches and Assistant Coaches continue to compile screening results and do preliminary analysis and also send results to project consultant. RTI Data Teams also conduct meetings with teachers and Principals after each screening to go over the results and plan appropriate personnel development trainings as may be needed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Yap State:</b> will include SpEd Data specialist to assist in data input and analysis using both ELMO and data analysis form developed by project consultant.</li> <li><b>Kosrae State:</b> will conduct data team meetings after every screening and progress monitoring to review and analyze student outcome data.</li> <li><b>Pohnpei State:</b> will increase number of meetings to two (2) per quarter to both review and analyze screening results and to also provide in-depth discussions and consideration of appropriate interventions and trainings as may be needed.</li> <li><b>Chuuk State:</b> Data Team, comprised of RTI team, central DOE staff, SpEd staff, and school principal, will continue to review screening results to determine areas of weakness and needed intervention supports.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>Because ELMO was still under development for most of SY 18-19, only Yap coaches were responsible for data verification and input into ELMO database. Once the database development is determined to be complete, the Special Education Data Specialist will be trained to assist in data verification and input.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>Kosrae LIFT continue to administer BOY and MOY as scheduled and conducted meeting with school team to review and understand analyzed student performance data. LIFT consultant provided virtual technical assistances when needed. Student data review include review of performance of students selected for progress monitoring.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>September 2018: Project LIFT consultant Dr. Jankowski did a power point presentation on the project's progress data for the PDOE Director and Education Leadership Council.</li> <li>September 2018: Two McGraw Hill representatives met with the Director of Education, Chief of Curriculum and Instruction and Special Education Coordinator to conduct an inventory of available reading materials and review list of ordered instructional materials.</li> <li>October 2018: RTI team conducted a workshop for RSP teachers on the RTI screening results.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>After SY 2018-2019 BOY screening on September 10-21, 2018, Chuuk LIFT team met with teachers to review screening results and identify which students and skills need support.</li> </ul>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>All model schools have access to the on-line data system: Early Literacy Monitoring (ELMo) System. Assessment data are inputted directly into the system for immediate review of the individual, classroom, and state-level data summaries by Benchmark, Strategic, and Intensive groupings. The ELMo System is set up with different levels of access permission from view to input to editing.</li> </ul>
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li><b>National Level:</b> Developed a unified process to collect State data on local language/reading assessments and align analysis of data with project results and the nation-wide</li> </ul>	<ul style="list-style-type: none"> <li><b>National Level:</b> ELMO desktop version installed at national level and in process of completing installation at all state level offices. ELMO currently being updated to include all students in all</li> </ul>	<ul style="list-style-type: none"> <li><b>National Level:</b> complete ELMO installation of both web application version and desktop version in all states</li> </ul>	<ul style="list-style-type: none"> <li>After two series of ELMO workshop in Kosrae on April 30-May 4, 2018 and February 25-March 1, 2019, a web application version of ELMO was completed with all general features to capture and analyze student data. All state coaches and NDOE representatives participated in these two ELMO development</li> </ul>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>Data and analysis retrieved from the ELMO database are used in data team meetings. The new and improved features to the ELMO database in which data analysis can also be done directly from the system has really made it easier for the coaches and principals in following student performance and identifying</li> </ul>

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	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status <b>What have we done from April 2019-February 2020?</b>
	assessment test called the National Minimum Competency Test (NMCT).	<p>grade levels. Co-facilitating training with project consultant on Data Analysis Template at all four pilot schools.</p> <ul style="list-style-type: none"> <li>• <b>Pohnpei and Yap States:</b> successfully installed ELMO web application version and started data input and analysis.</li> <li>• <b>Kosrae and Chuuk States:</b> in process of installing required programs/software in computer to be compatible with ELMO installation specifications.</li> </ul>	and conduct onsite trainings at the four states.	<p>workshops. Performance data described in FSM’s FFY17 SSIP are pulled from ELMo and additional screenshots are also attached in the SSIP report. While ELMo generates the data used in this year’s report, states continue to use a data calculation spreadsheet to verify data reports generated from ELMo. Additionally, analysis of data are also manually done by coaches and teachers in all states.</p> <ul style="list-style-type: none"> <li>• Follow up training is scheduled for May 2019, aligned with EOY screening to review SY 2018-2019 data and make sure database can generate analysis reports as needed.</li> </ul>	<p>students requiring intensive intervention.</p> <ul style="list-style-type: none"> <li>• ELMo is able to generate analyzed student data for instructional decision making. Project LIFT consultant developed a manual data analysis spreadsheet and a new chapter in the RTI manual with an ‘If-Then’ flowchart to assist teachers when deciding interventions for students based on screening data. States are beginning to make correlation of the Project LIFT data with their local and the nationwide NMCT assessment data to assess student growth.</li> </ul>
<b>Group for Instruction</b>	<ul style="list-style-type: none"> <li>• All students receive Tier 1 instruction during Language instructional block time during the regular school hours of the day. Tiers 2 and 3 sometimes receive differentiated instructions during the same hours but most often are provided additional intervention during after school hours. After school hours are consistently provided in three of the four schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All states continued to implement core reading programs they have available at appropriate grade levels.</li> <li>• <b>Yap State:</b> Tier 2 and 3 sometimes received differentiated instructions at regular reading block hours are also being provided additional interventions after school. Currently working with lower grades to provide trainings to teachers to ensure fidelity of differentiated instructional delivery.</li> <li>• <b>Kosrae State:</b> Placement tests outcomes analysis resulted in the following: Grade 1 is using RMSEK, Grade 2 is using RMSEK and RMSEK1, Grade 3 Tier 1 is using RMSEK, and Grade 3 Tier 2 and 3 are using RMSE2, and Grade 4 Tier 3 is using RMSE3, and Grade 4 Tier 1 and 2 are using RMSE1.</li> <li>• <b>Pohnpei State:</b> Continued its practice to implement differentiated instructions to Tiers 2 and 3 during regular reading block hours and also</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap, Kosrae and Pohnpei</b> will continue to conduct placement tests at beginning of school year to group students in small groups based on their performance and to ensure that they receive the appropriate reading instructions.</li> <li>• <b>Chuuk State:</b> received initial PD on testing and grouping students in small group and will begin SY18-19.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap, Kosrae and Pohnpei</b> continued to administer placement tests during beginning of school year and students are grouped according to their levels of performances. Some challenges that states noted and are working with NDOE and LIFT consultant are limited teachers to work with the grouped students and knowledge for grouping students. Some of the groups are in multi-grades group and teachers need more training to work with multi-grades groups.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>• Coaches applied skills learned from consultants/ McGraw Hill trainers on how to group students from their assessment results.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>• The model school started using cross-grade grouping through analysis of screening data and groups students according to the results during the 2018-19 school year. They are continuing to refine this process. Literacy instruction is also grouped by skill levels within each grade.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>• Administered placement test at model school (Tafunsak) in September and established tiers per student performance. Subsequent screeners continued to be implemented with bi-weekly progress monitoring and Reading Mastery check out assessment (after every 10 lessons) also conducted. All students receive Tier 1 instruction during the main reading block time. Intervention instruction for Tier 2 and 3 students accommodated after classes for 20 minutes. However, by request from parents to avoid feeling of isolation and embarrassment by low performing students, students from Tier 1 are also allowed in intervention sessions. A challenge with this set up is that the teachers do not have adequate time to provide the specific skills learning needs for those requiring intensive intervention.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>• Last year, with consultant coaching, the model school did cross-grade grouping with primary grades based upon program placement tests and proved to be successful. Currently, during the 2019-20 school year, cross-grade grouping has not taken</li> </ul>

## APPENDIX C

INFRASTRUCTURE Area & Description	PROGRESS OF IMPLEMENTATION (submitted as Appendix C in SSIP Phase III, Year Two, April 2, 2018)			PROGRESS OF IMPLEMENTATION	PROGRESS OF IMPLEMENTATION
	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status <b>What have we done from April 2019-February 2020?</b>
		<p>after school hours to students requiring additional instructional interventions.</p> <ul style="list-style-type: none"> <li>• <b>Chuuk State:</b> At the new pilot school, continued to deliver instructions to all Tier 1 students during regular reading block hours and additional interventions to Tier 1 after school.</li> </ul>			<p>place as placement tests were not administered. Given there is only one teacher per grade level, re-instituting cross-grade grouping would be helpful in order to provide instructional differentiation. Placement testing by the coach and/or teachers will help with placement decisions.</p> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the 2018-2019 school year, the coaches assisted in forming cross-grade groups for instruction based upon placement scores. Coaches are working to reinstitute this grouping for the 2019-2020 school year.</li> </ul>
<b>Instruction:</b> <i>Schedule and instructional focus and delivery, intervention, and instructional materials outlined with professional development conducted by the Project LIFT consultant from University of Oregon.</i>					
<b>Schedule</b>	<ul style="list-style-type: none"> <li>• Additional hours for Tiers 2 and 3 interventions for grades ECE to 3<sup>rd</sup> ranges from 20-30 minutes.</li> <li>• Training provided to classroom teachers allow them to differentiate instruction to students based on their reading skills.</li> <li>• Additional trainings on formative assessment or progress monitoring allow teachers to plan instructional intervention for Tiers 2 and 3 students.</li> <li>• In one State that is consistently implementing the project’s instructional strategies, <i>interactive read-aloud</i> was introduced to teachers to engage students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State:</b> 90 minutes allocated for Reading (45 mins. LFL and 45 mins. RM). 30 mins. for interventions after school. For ECE, 30 mins. allocated for LFL.</li> <li>• <b>Kosrae State:</b> For Grades ECE to 2<sup>nd</sup>, 30 mins. For Grade 3, 35 mins. are allocated for Reading, and 40 mins. for Grades 4 and 5.</li> <li>• <b>Chuuk State:</b> Scheduling included interventions for 30 minutes after school and scheduled time for teacher trainings. Trainings provided by coaches, Project LIFT consultant and McGraw Hills trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State</b> will maintain its instructional hours of 90 minutes during regular instruction and 30 minutes for interventions after school.</li> <li>• <b>Kosrae State</b> will add reading block hours to all Grade levels to be consistent with RMSE lessons.</li> <li>• <b>Pohnpei State</b> prioritized training on formative assessment and progress monitoring for all teachers and new school principal.</li> </ul>	<ul style="list-style-type: none"> <li>• All states continued to implement direct instructions during regular and intervention block hours. <b>Yap State</b> maintained its schedule of 90 minutes for RM and LFL and 30 minutes after school for intervention. <b>Kosrae State</b> added 5 more minutes for RM and LFL during regular instructional hours. Kosrae also continued a school-wide after school tutoring program for grades 2, 3, 4, and 5. <b>Pohnpei State</b> also maintained its regular instruction on LFL for 60 minutes and intervention for 20 minutes during the school day. Pohnpei LIFT team also continue to partner with general education teachers on their after school program for grades 3 to 8, from 2:30 to 3:20pm. Pohnpei LIFT Tier III students are enrolled and supported in the after school program. <b>Chuuk State</b> is revising its instructional and intervention hours to be more manageable and sustainable.</li> </ul>	<p><b>Yap:</b></p> <ul style="list-style-type: none"> <li>• School= 90 minutes (RM &amp; LFL); ECE= 30 minutes (LFL).</li> <li>• Coaches observe 2x/month, walkthrough and PDs with teachers.</li> <li>• School maintains 30 minutes after school intervention for first grade only.</li> <li>• ECE’s intervention time during core instructional time.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>• Time allocation for implementation of the reading program for the Tafunsak Elem. is as follows: Oral Comm: 20 mins. (at start of class during the first period); Reading Block: 30 mins. for ECE; 35 mins. for Grades 1-3; 40 mins. for Grades 4-5; Intervention time: 20 mins. after last class period.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>• 45-minutes RM and 45-minutes LFL.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>• 90-minutes cross-grade instruction (1-3 and 4-5): 1-3 = LFL &amp; RM; 4-5 = RM</li> <li>• K5/KG doing vernacular and LFL instruction in the 90 minutes</li> </ul>
<b>Instructional Focus and Delivery</b>	<ul style="list-style-type: none"> <li>• On-going training provided by project consultant on-site and training modules and related resources on project website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a></li> <li>• Coaches continue to receive</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State:</b> Project LIFT consultant provided onsite trainings, to include using modules on Project LIFT website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a></li> <li>• <b>Kosrae State:</b> Reading Mastery is in full</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State:</b> Coaches will conduct monthly observations and model lessons to ensure teachers are implementing core</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State and Kosrae State</b> continue to implement RM and LFL in all grades levels. Coaches conducted monthly classroom observations and PDs with teachers. Principals have also conducted more classroom observations than in previous year.</li> </ul> <p><b>POHNPEI:</b></p>	<p><b>ALL STATES:</b></p> <ul style="list-style-type: none"> <li>• RM and LFL provide explicit and systematic instruction in language and reading development. Project LIFT consultant continues to work closely with the coaches to ensure the core reading programs (RM and LFL) are implemented with fidelity.</li> </ul>

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	<p>focused trainings to ensure meaningful instructional supports to classroom teachers.</p> <ul style="list-style-type: none"> <li>Support to principals, such as the development of <i>Literacy Leadership for New Principals</i> in addition to what is available on the project website continues to ensure on-going support to classroom teachers in pilot schools.</li> </ul>	<p>implementation and Coaches provided trainings to all grade level teachers.</p> <ul style="list-style-type: none"> <li><b>Pohnpei State:</b> Coaches and teachers received two onsite trainings by Project LIFT consultant.</li> <li><b>Chuuk State:</b> Also received onsite trainings by Project LIFT consultant, to include using modules on Project LIFT website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a>. Coaches and new principal and teachers at new project school received trainings by project consultant and McGraw Hill trainers.</li> </ul>	<p>reading programs with fidelity.</p> <ul style="list-style-type: none"> <li><b>Kosrae State:</b> prioritize purchase of Language for Learning core reading material and to provide the trainings needed.</li> <li><b>Pohnpei State:</b> locate remaining reading material, distribute to classrooms and plan and conduct trainings.</li> </ul>	<ul style="list-style-type: none"> <li>Coach continue to conduct monthly observations and PD with teachers. However, remaining RM material for Grades 1, 3, and 4 ordered in September 2018 have not been distributed to model school. These classroom are still being observed but the material are needed to align PD with observation outcomes.</li> </ul>	
<b>Intervention</b>	<ul style="list-style-type: none"> <li>On-going training provided by project consultant on-site and training modules and related resources on project website, <a href="http://www.fsmprojectlift.weebly.com">www.fsmprojectlift.weebly.com</a></li> <li>Coaches continue to receive focused trainings to ensure meaningful instructional supports to classroom teachers.</li> <li>Support to principals, such as the development of <i>Literacy Leadership for New Principals</i> in addition to what is available on the project website continues to ensure on-going support to classroom teachers in pilot schools.</li> </ul>	<ul style="list-style-type: none"> <li><b>Yap State:</b> ECE intervention period is 30 minutes during core instructional time and is facilitated by the homeroom teacher. Again, Grades 1-4 are receiving interventions of 30 minutes after school.</li> <li><b>Kosrae State:</b> SpEd and GenEd teachers team teaching during intervention time and using small groups.</li> <li><b>Pohnpei State:</b> continued to provide interventions to Tiers 2 and 3 after school hours. Received onsite trainings on appropriate interventions by project consultant.</li> <li><b>Chuuk State:</b> Again, because Chuuk has a new pilot school, coaches and 3 staffs who participated in first Reading Symposium have started to work with classroom teachers on intervention strategies. Project consultant and McGraw Hill trainers also assisted to work with both coaches and teachers on both differentiated instructions and appropriate interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Coaches will continue to monitor and assist teachers to ensure interventions are provided following established procedures, especially for Tiers 2 and 3.</li> <li><b>National Level:</b> will work with project consultant and McGraw Hill trainers to provide appropriate intervention trainings and supports to all states.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>Yap Gaanelay maintains the 30 minutes after school for intervention time and monitor teachers to ensure interventions are provided as needed. Parents were informed and encouraged to have their kids participate in the intervention time.</li> <li>ECE also maintains its intervention time during core instructional time.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>Initiated after School Tutorial for at risk (Tier 1) grade 2, 3, and 4.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>Coaches helped teachers to group students based on assessment results. They also helped to identifying which specific skills that students need to work on.</li> </ul>	<p><b>YAP:</b></p> <ul style="list-style-type: none"> <li>Gaanelay maintains the 30 minutes after school intervention time on the school schedule but unfortunately only first grade is implementing intervention.</li> <li>ECE also maintains its intervention time during core instructional time.</li> </ul> <p><b>KOSRAE:</b></p> <ul style="list-style-type: none"> <li>Model School intervention time is still 20 minutes after regular classes.</li> </ul> <p><b>POHNPEI:</b></p> <ul style="list-style-type: none"> <li>After school program in place but not consistently implemented.</li> </ul> <p><b>CHUUK:</b></p> <ul style="list-style-type: none"> <li>Intervention time after school = 30 minutes - instruction on skills with 0-1 score</li> </ul>

## APPENDIX C

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	FFY 2015 through March 2017 (Appendix C in SSIP Phase III)	March 2017 – March 2018	Priorities for April 2018-SY18-19	Current Status <i>April 2018-SY18-19 priorities: What have we done?</i>	Current Status <b>What have we done from April 2019-February 2020?</b>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> Assisted States with completing procurement of reading materials (Language for Learning and Reading Mastery) for all project grade levels (ECE to 5<sup>th</sup> grade) and training of Coaches and teachers on the instructional materials.</li> <li>• Three of the four LEA purchased instructional materials. Training provided by McGraw-Hill Company in two States with invitation to all four States to attend. The one State that has not purchased materials sent only one teacher to one of the States for training. NDOE is working with this one State to complete procurement of materials and ensure training is provided by the publishing company.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Yap State:</b> All instructional material purchased and has been fully utilized during this reporting year. Department of Education is gearing up to scale up and is procuring additional material for the new schools.</li> <li>• <b>Kosrae State:</b> received complete sets of Reading Mastery RMSEK and RMSE1 and have fully utilized them during this reporting year. Still awaiting purchase of Language for Learning material.</li> <li>• <b>Pohnpei State:</b> received and fully utilized LFL material for Grades ECE-2<sup>nd</sup> and Reading Mastery for 2<sup>nd</sup> Grade. Still awaiting RM material for Grades ECE, 1, 3-4.</li> <li>• <b>Chuuk State:</b> At new pilot school, complete sets of RM and LFL material distributed and were being used at beginning of SY17-18. Project consultant and McGraw Hill trainers provided two separate onsite trainings to coaches and principal and teachers of the new pilot school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> Will continue to work with project consultant, McGraw Hill trainers, and State and National DOE Division of Formal and Non Formal Education and Schools for procurement of additional reading material and trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• In February 2019, a proposal for procurement of one complete set each for the two core reading programs (RM and LFL), prepared by National DOE, LIFT consultant, and McGraw Hill, and was submitted to FSM Budget Review Committee. The complete set is for a new project school in each state for grades ECE to 3<sup>rd</sup>. <b>Yap State</b> had acquired additional material in FY18 and had coordinated with McGraw Hill trainers and LIFT consultant to provide trainings to teachers before distributing the materials. Yap also had secured additional funds for more instructional books in its FY19 budget. <b>Kosrae State</b> is in process of purchasing additional books in anticipation of its scale up to one school. <b>Pohnpei State</b> is still expecting to soon receive its RM materials for grades ECE, 1, 3, &amp; 4. For <b>Chuuk State</b>, additional materials were purchased. McGraw Hill trainers have conducted onsite trainings with Chuuk DOE teachers and administrators. NDOE and LIFT consultant will coordinate with Chuuk DOE and McGraw Hill on project scale up in school receiving and using the core reading programs. Model school in Chuuk received complete sets and have been implementing program throughout this reporting year.</li> </ul>	<p><b>National:</b> In 2019, the proposal for the procurement of core reading programs (RM and LFL) was funded through the FSM Budget. The core reading programs have been ordered.</p>
<b>Project LIFT Program Evaluation:</b> <i>Outlines the use of student performance data to measure project progress.</i>					
<b>Goals</b>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> Will assist states to establish goals or targets for each of the grade levels in each of the four states.</li> <li>• Targets are established for all grades ECE/K-5 to Grade 5 for Benchmark and Intensive performance levels, to include specific target for students with disabilities in same grade levels and performance levels.</li> </ul>	<ul style="list-style-type: none"> <li>• National and all states will be reviewing goals and activities and make changes consistent with the overall project focus and status of implementation at all levels. States have established goals but not all states established targets for grade levels and schools. In addition, a revised assessment plan with some revised screening tools for select</li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Level:</b> will work with states and project consultant to complete new state plan, with goals and targets.</li> </ul>	<ul style="list-style-type: none"> <li>• NDOE continues to assist states to develop annual plans to include activities, goals, and targets. School teams have developed plans with goals and targets. Plans include screening schedules, progress monitoring, parent and community workshops, PDs, etc. Some schools are trying to stay consistent in implementing activities outlined in their plans, while others are revisiting plans to include goals and targets for each grade level and the school as a whole. <b>Yap State</b> identified four goals and continue to focus on these goals throughout this reporting year. Their goals are: Assessment/Progress Monitoring, Understanding Data, Implementation of LFL and RM with 75% fidelity, and Parents and community involvement. <b>Kosrae State</b> and <b>Pohnpei State</b> in process to finalize grade</li> </ul>	<p><b>Project Evaluation</b> consultants continue to support the review of Project goals with the fidelity of implementation data. The outcomes of these reviews are incorporated in this FSM SSIP Phase III, Year Four report.</p>

## APPENDIX C

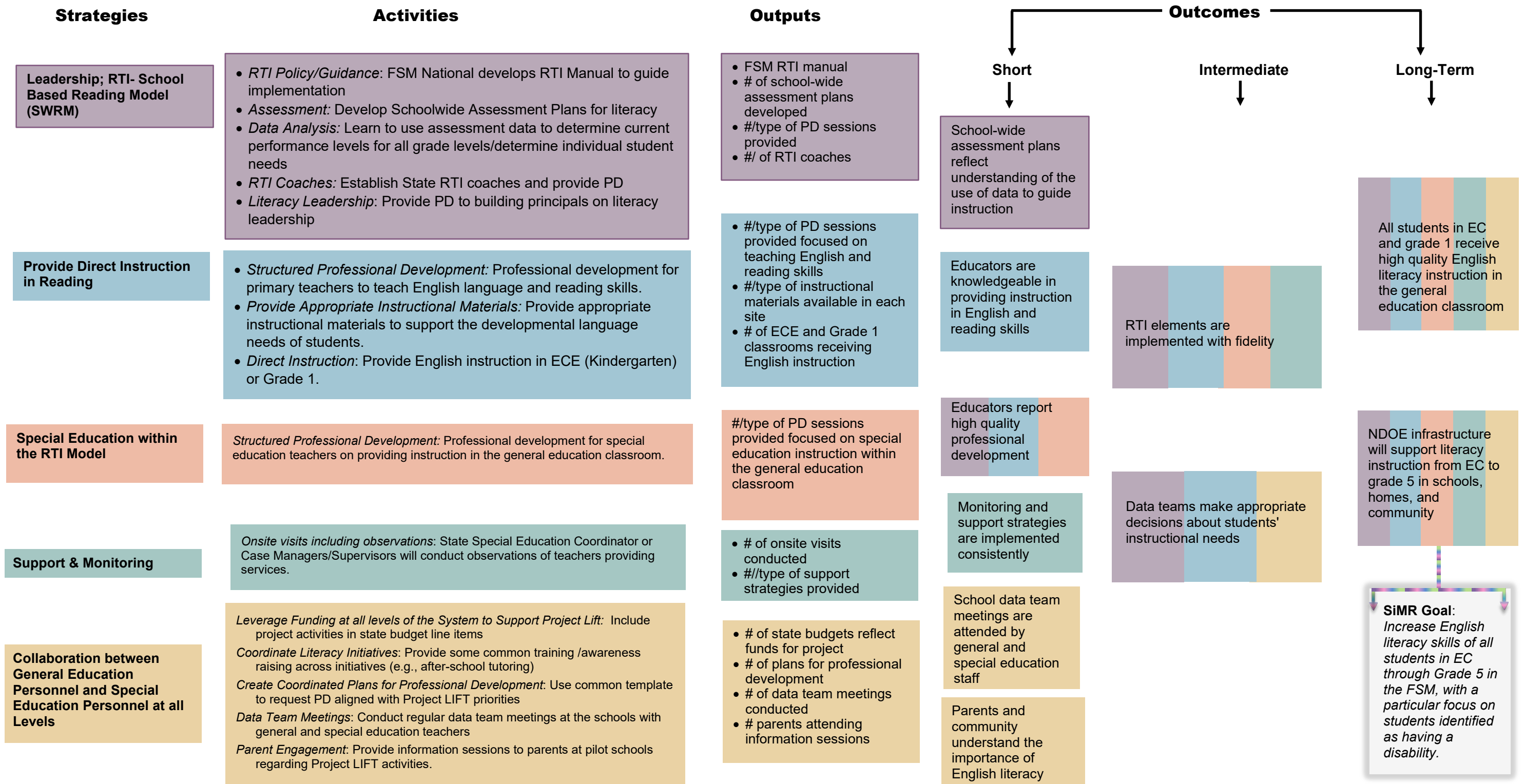
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		grades required that goals and targets be reviewed to align activities with expected outcomes.		level targets. <b>Chuuk State</b> finalized its SY 2018-2019 schedule of activities during March 2019 SSIP Leadership meeting and focused priorities on the five (5) goals.	
<b>Methods</b>	<ul style="list-style-type: none"> <li>The Evaluation piece of the project includes the specific methods for measuring the project's progress.</li> </ul>	<ul style="list-style-type: none"> <li>National will continue to work with project evaluation consultants (Sigma Associates, Inc.) to build state local capacity to understand and be able to monitor their own progresses while implementing project activities.</li> </ul>	<ul style="list-style-type: none"> <li>Establish local level evaluation forms and template to inform states of their progresses and to ensure consistency and timeliness of evaluation data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms and templates are currently being developed to assist states and project evaluators to ensure evaluation data are consistently used and maintained to support project evaluation and system wide improvement efforts.</li> </ul>	<b>Project Evaluation</b> consultants continue to support the review of Project goals with the fidelity of implementation processes and data. The outcomes of these reviews are incorporated in this FSM SSIP Phase III, Year Four report.
<b>Data Collection</b>	<ul style="list-style-type: none"> <li>School level teams continue to collect and submit screening data to project consultant for analysis and scoring. Screening data for BOY, MOY, and EOY will be automatically calculated in ELMO with related instructional resources and supports for project evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>States continue to use data collection template developed by project consultant while working with Sigma Associates, Inc. consultants to complete installation of ELMO desktop version and web application version.</li> <li><b>Pohnpei State:</b> established targets with 10% increase for Intensive and 5% increase for Benchmark. Will review targets based on new assessment plan and screening tools and will either make changes or maintain targets.</li> </ul>	<ul style="list-style-type: none"> <li>Full implementation of ELMO desktop version and web application version in all pilot schools.</li> <li>Collaboration with NDOE Division of Formal and Non Formal Education and Schools on establishing a consistent student identification numbering system.</li> </ul>	<ul style="list-style-type: none"> <li>ELMO web application version is now used to collect and report data used in this SSIP Phase III, Year III report. ELMO data input and verification completed during FSM SSIP Leadership meeting on March 18-22, 2019. Sigma Associates, Inc. consultants provided virtual technical assistance during and after the leadership meeting to ensure database can run clean data reports.</li> <li>Collaboration with NDOE Division of Formal and Non Formal Education and Schools will resume since ELMO is functional and student identification numbering can now be compared with the FSM Education Management Information System (FedEMIS).</li> </ul>	<b>Project Evaluation</b> consultants continue to support the review of Project goals with the fidelity of implementation processes and data. The outcomes of these reviews are incorporated in this FSM SSIP Phase III, Year Four report.
<b>Data Analysis</b>	<ul style="list-style-type: none"> <li>School performance data reviewed across school year and from grade to grade.</li> <li>Comparison schools have yet to be officially included and compared with pilot schools.</li> </ul>	<ul style="list-style-type: none"> <li>States continue to review performance data across grade levels and school year.</li> <li>Performance data will be compared with at least one control school in each state. Because the instructional materials were not complete for</li> </ul>	<ul style="list-style-type: none"> <li><b>National Level:</b> will work with project consultant to analyze performance data after "initial implementation" (again) and assist states to conduct comparison with</li> </ul>	<ul style="list-style-type: none"> <li>ELMO is currently able to generate analyzed student data but states continue to manually analyze data to ensure records are verified before instructional decision making. Project LIFT consultant developed a manual data analysis spreadsheet and a new chapter in the RTI manual with an 'If-Then' flowchart to assist teachers when deciding interventions for students based on screening data. States are beginning to make correlation of DIBELS data with their local and the nationwide NMCT assessment data to assess student</li> </ul>	<b>Project Evaluation</b> consultants continue to support the review of Project goals with the fidelity of implementation processes and data. The outcomes of these reviews are incorporated in this FSM SSIP Phase III, Year Four report.

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		implementation during this “Initial Implementation” phase, a decision was made to continue “initial implementation” with the mostly complete instructional material in the states in SY2018-2019. <ul style="list-style-type: none"> <li>Performance data also looked at to finalize scaling up plan for each state.</li> </ul>	control school and also to plan and finalize scale up plans for each state.	growth.	
<b>Evaluation Report</b>	<ul style="list-style-type: none"> <li><b>National Level:</b> Facilitated the development of the FSM SSIP Evaluation Plan that aligns to the Project LIFT Program Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><b>National Level:</b> Coordinated review of state performance data with Project LIFT and Sigma Associates, Inc. consultants and compile outcomes to assess overall project progress and for reporting of SSIP Phase III Year 2 report.</li> <li>Evaluation reports for each state compiled and outcomes will guide planning for next year’s activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>National</b> will coordinate with project consultants to provide technical support to all states on project implementation and evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Project Evaluation consultants completed two evaluations in Yap and Kosrae during this reporting period. The outcomes of these onsite evaluation and technical assistance are incorporated in this FSM SSIP Phase III, Year III report.</li> </ul>	<b>Project Evaluation</b> consultants continue to support the review of fidelity of implementation data. The outcomes of these reviews are incorporated in this FSM SSIP Phase III, Year Four report.

\* RTI Consultants to provide support for RTI Project Lift Activities through direct professional development, technology-based professional development, and ongoing consultation.

**Appendix D: FSM SSIP EVALUATION LOGIC MODEL**  
 Revised February 2019





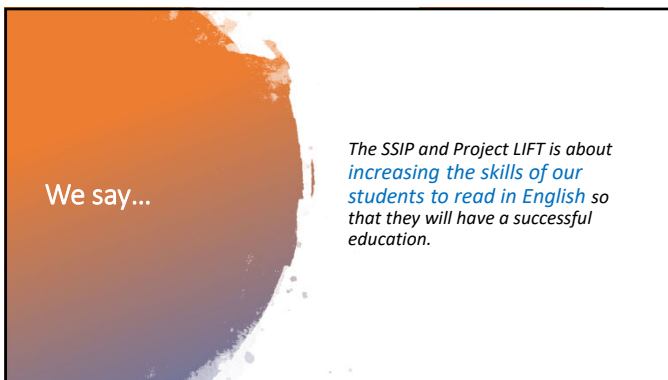
## Appendix E: Sample Stakeholder Input Session, January 2020



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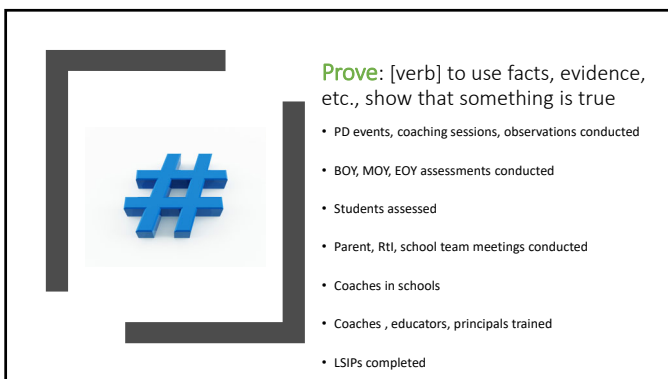
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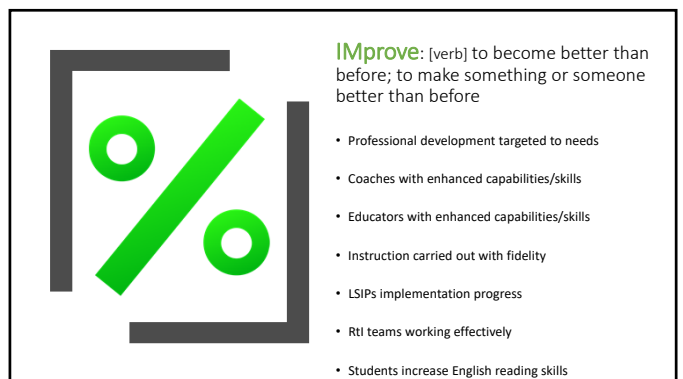
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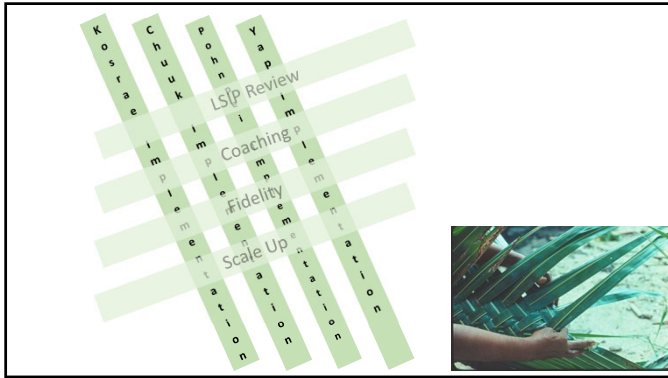


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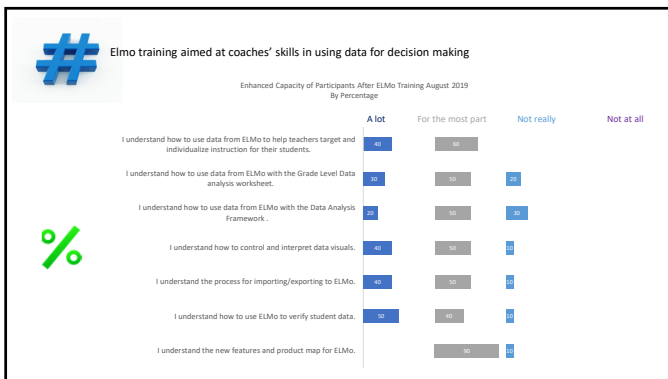
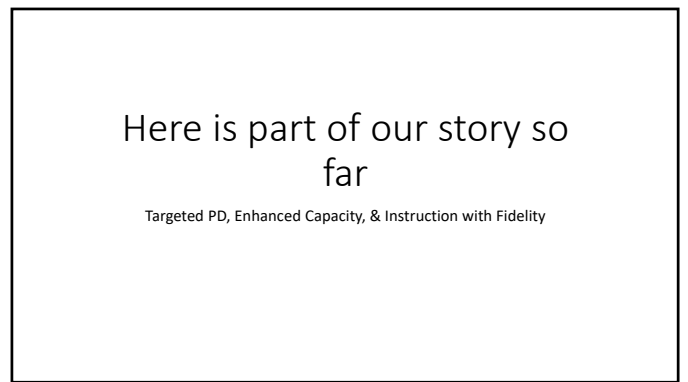
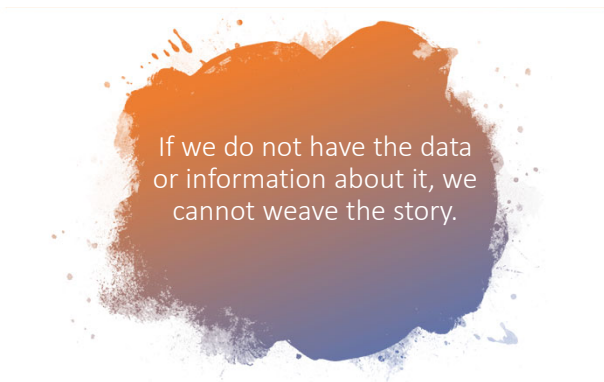
# Appendix E: Sample Stakeholder Input Session, January 2020



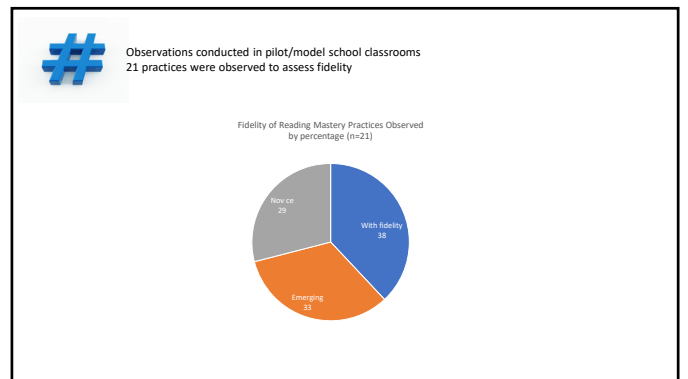
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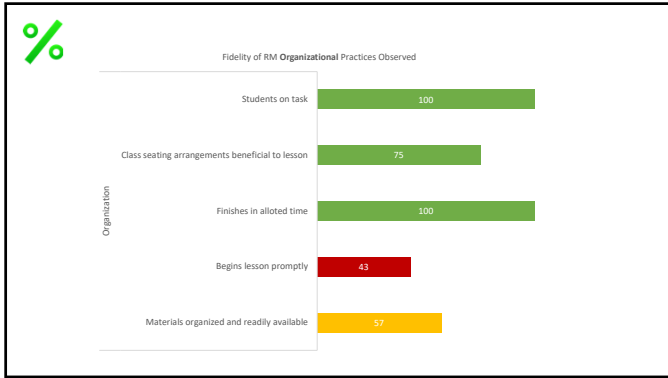


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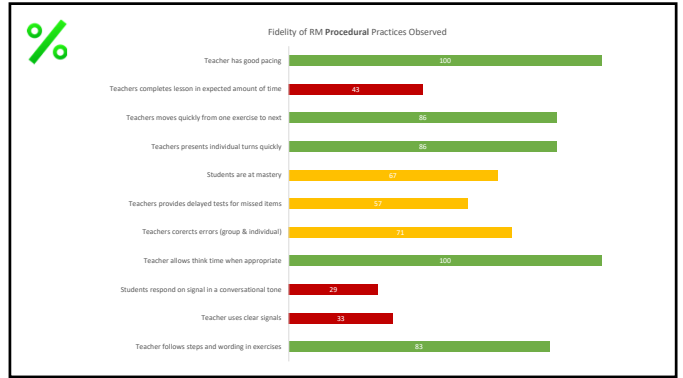


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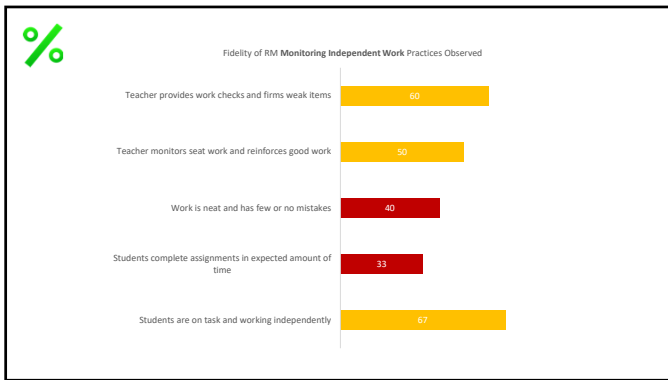
## Appendix E: Sample Stakeholder Input Session, January 2020



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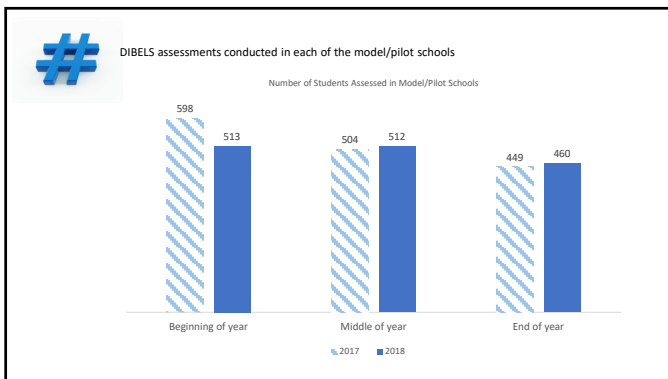
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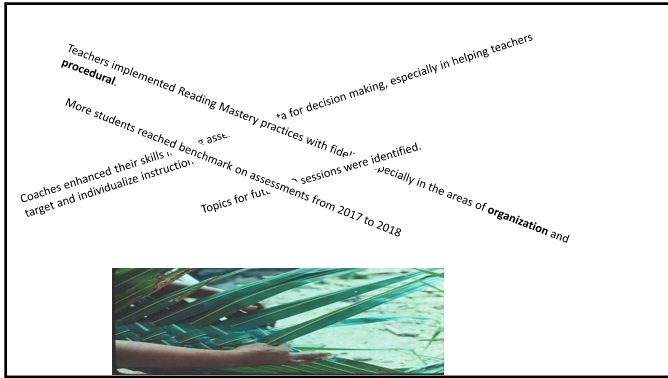


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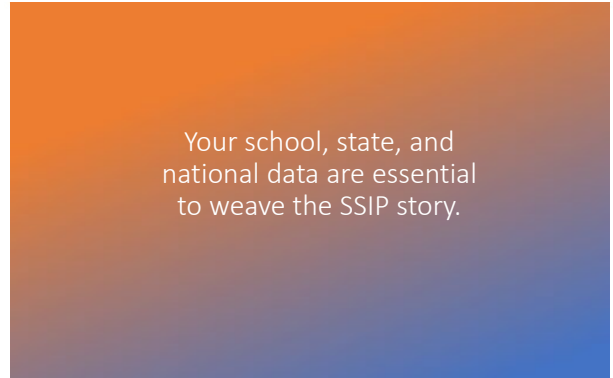


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## Appendix E: Sample Stakeholder Input Session, January 2020



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**Appendix F: FSM SSIP Evaluation Plan**



**Federated States of Micronesia State Systemic Improvement Plan Evaluation Design**

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p><b>Implement Schoolwide Reading Model</b></p> <p>a. <i>RTI Policy/Guidance:</i> FSM National develops RTI Manual to guide implementation</p> <p>b. <i>Assessment:</i> Develop Schoolwide Assessment Plans for literacy</p> <p>c. <i>Data Analysis:</i> Learn to use assessment data to determine current performance levels for all grade levels/determine individual student needs</p> <p>d. <i>RTI Coaches:</i> Establish State RTI coaches and provide PD</p> <p>e. <i>Literacy Leadership:</i> Provide PD to building principals on literacy leadership</p>	<p>FSM RTI Manual</p> <p># of Schoolwide assessment plans developed</p> <p>#/type of PD sessions provided</p> <p># of RTI coaches</p>	<p><b>Short</b> School-wide assessment plans reflect understanding of the use of data to guide instruction</p> <p><b>Intermediate</b> Data teams make appropriate decisions about students' instructional needs</p> <p><b>Long Term</b> All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE and State infrastructure will support literacy instruction from EC to grade 5</p>	<p><b>F1:</b> To what extent do the State RTI teams support the implementation of the FSM RTI Model?</p> <p><b>F2:</b> To what extent do the teachers at Pilot Schools understand how to use progress monitoring data to adjust reading instruction?</p> <p><b>S3:</b> To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and State preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p><b>F1(a)</b> #/type of leadership meetings focused on infrastructure support for Pilot Schools</p> <p><b>F2(a)</b> #/% of decisions regarding student level instructional needs and supports that are implemented</p> <p><b>S3</b> (a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review</p> <p>Teacher Needs Assessment</p> <p>Coaching Survey</p> <p>SWOT Analysis</p> <p>Interviews with NDOE &amp; State leadership</p>

**Appendix F: FSM SSIP Evaluation Plan**

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p><b>Provide Direct Instruction in Reading</b></p> <p>a. <i>Structured Professional Development:</i> Professional development for primary teachers to teach English language and reading skills.</p> <p>b. Provide Appropriate Instructional Materials: Provide appropriate instructional materials to support the developmental language needs of students.</p> <p>c. <i>Direct Instruction:</i> Provide English instruction in ECE (Kindergarten) or Grade 1.</p>	<p>#/type of PD sessions provided focused on teaching English and reading skills</p> <p>#/type of instructional materials available in each site</p> <p># of ECE and Grade 1 classrooms receiving English instruction</p>	<p><b>Short</b> Educators are knowledgeable in providing instruction in English and reading skills Intermediate</p> <p>Educators report high quality professional development</p> <p>Educators report high quality professional development</p> <p>Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p><b>Long Term</b> All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from EC to grade 5</p>	<p>F3: To what extent did NDOE and State provide high quality professional development? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the professional development provided by NDOE and State?</p> <p>F6: To what extent are Pilot School Teachers able to provide English literacy instruction in EC to Grade 5?</p> <p>S3: To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and State preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p>F3(a) Consistency between provided and intended PD (b) % of PD participants who report that the PD was of high quality, relevant, and useful; (c) % of PD participants who report that they are satisfied with the quantity and intensity of PD sessions.</p> <p>F6(a) (a) Type/Frequency of differentiated reading instruction in general education classrooms</p> <p>S3 (a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review Teacher Needs Assessment Teacher Focus Groups Coaching Survey Progress Monitoring Data Snapshots</p>

**Appendix F: FSM SSIP Evaluation Plan**

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p><b>Special Education within the RTI Model</b>  <b>a. Structured Professional Development:</b> Professional development for special education teachers on providing instruction in the general education classroom.</p>	<p>#/type of PD sessions provided focused on teaching English and reading skills</p>	<p><b>Short</b>            Educators report high quality professional development</p> <p><b>Intermediate</b>            Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p><b>Long Term</b>            All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from EC to grade 5</p>	<p><b>F3:</b> To what extent did NDOE and State support high quality professional development? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the professional development provided by NDOE and State?</p> <p><b>F4:</b> To what extent did RTI coaches provide high quality coaching and technical assistance? Were teacher educators from the Pilot Schools satisfied with the frequency and depth of the coaching and technical assistance provided by coaches?</p> <p><b>F7:</b> To what extent are Pilot School Special Education Teachers able to provide English instruction in EC to Grade 5 for students with disabilities using specially designed instruction?</p>	<p><b>F3(a)</b> Consistency between provided and intended PD (b) % of PD participants who report that the PD was of high quality (c) % of PD participants who report that they are satisfied with the quantity and intensity of PD sessions.</p> <p><b>F4(a)</b> Consistency between provided and intended coaching opportunities (b) % of Pilot School teachers who report that the coaching was of high quality(c) % of teachers who report that they are satisfied with the quantity and intensity of coaching sessions</p> <p><b>F7(a)</b> Type/Frequency of IEP goals that reflect specially designed instruction for English literacy in general education classrooms</p> <p><b>S2(a)</b> % of students in Pilot Schools with improved</p>	<p>Document Review            Teacher Needs Assessment            Teacher Focus Groups            Coaching Survey            Progress Monitoring Data            Snapshots</p>

**Appendix F: FSM SSIP Evaluation Plan**

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
			<p>S2: As a result of NDOE and State PD and technical assistance to Pilot Schools, to what extent did students with disabilities have access to high quality English literacy instruction? How did student performance improve over time?</p>	<p>English literacy skills as measured by summative assessment; (b) % of educators at Pilot Schools providing English literacy instruction with fidelity</p>	
<p><b>Support and Monitoring</b> a. <i>Onsite visits including observations:</i> State Special Education Coordinator or Case Managers/ Supervisors will conduct observations of teachers providing services.</p>	<p># of onsite visits conducted #/type of support strategies provided</p>	<p><b>Short</b> Monitoring and support strategies are implemented consistently <b>Intermediate</b> Educators provide instruction in English and reading skills with fidelity</p> <p>Data teams make appropriate decisions about students' instructional needs</p> <p><b>Long Term</b> All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE infrastructure will support literacy instruction from EC to grade 5</p>	<p><b>F4:</b> To what extent did RTI coaches provide high quality coaching and technical assistance? Were teacher educators from the Pilot Schools satisfied with the quantity and intensity of the coaching and technical assistance provided by coaches?</p> <p><b>S3:</b> To what extent was there increased fidelity of implementation in utilizing the RTI Model to improve English literacy skills? To what extent is NDOE and the state preparing to scale up its TA support and coaching to other schools for providing English literacy instruction?</p>	<p>F4(a) Consistency between provided and intended coaching opportunities (b) % of Pilot School teachers who report that the coaching was of high quality; (c) % of teachers who report that they are satisfied with the quantity and intensity of coaching sessions</p> <p>(a) % of educators at Pilot Schools implementing the RTI Model with fidelity (b) %/type of NDOE and State technical assistance and supports related to scale up activities for grade levels in each school.</p>	<p>Document Review Snapshots</p>



**Appendix F: FSM SSIP Evaluation Plan**

Strategies/Activities	Outputs	Outcomes	Evaluation Questions	Performance Measures	Data Collection Methods
<p><b>Collaboration between General Education Personnel and Special Education Personnel at all Levels</b></p> <p><b>a. Leverage Funding</b> at all levels of the System Include project activities in State budget line items.</p> <p><b>b. Coordinate Literacy Initiatives:</b> Provide information sessions for providers of other reading related initiatives (e.g., afterschool tutoring)</p> <p><b>c. Create Coordinated Plans for Professional Development:</b> Use common template to request PD aligned with project priorities</p> <p><b>d. Data Team Meetings:</b> Conduct regular data team meetings at the building level with general and special education teachers</p> <p><b>e. Parent Engagement:</b> Provide information sessions to parents at pilot schools regarding project activities</p>	<p>#/types of funding sources committed to project activities</p> <p># /types of coordinated training across literacy initiatives</p> <p>#/of requests for professional development aligned to project priorities</p> <p># of general and special education teachers participating in data team meetings</p> <p>#/types of parent engagement strategies included in school improvement plans</p>	<p><b>Short</b> School data team meetings include special and general education participation</p> <p><b>Intermediate</b> Data teams make appropriate decisions about students' instructional needs</p> <p><b>Long Term</b> All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom</p> <p>NDOE and State infrastructure will support literacy instruction from EC to grade 5</p>	<p><b>F5:</b> To what extent is collaboration occurring across all levels of the system to address English literacy skills for all children?</p>	<p><b>F5(a)</b> Types of funding committed by general and special education to support project activities (b) % of literacy initiatives coordinated (c) % of requests for professional development aligned to project activities approved/implemented (d) % parents report understanding of strategies to support reading instruction</p>	<p>Document Review SWOT Analysis Parent Survey Interviews with NDOE &amp; State leadership</p>

Appendix G: FSM SSIP Implementation Rubric

FSM State Snapshot

State Snapshot Component: <i>Adherence</i>	State Score			
Are the RtI components being implemented as intended?				
A. Core Reading Program	1	2	3	Don't Know
The core reading program(s) addresses the five pillars of reading: phonemic awareness, decoding/phonics/word recognition, fluency, vocabulary, and comprehension.				
A system for determining fidelity of instruction in reading is established and routinely implemented.				
Basic education teachers differentiate reading instruction based on the abilities and needs of all students in the core program.				
Core reading instruction is provided during an uninterrupted block per day.				
Additional or supplemental instructional time (at least 20-30 minutes per session, 3-4 times per week) is offered in addition to the instruction provided in core reading instruction.				
Data from progress monitoring assessments are used to evaluate whether the student is responding to the intervention. [Tier 2 & Tier 3]				
Interventions are matched to students' specific needs. [Tier 2 & Tier 3]				
Interventions are provided as soon as student's at-risk status is determined.				
B. Assessment	1	2	3	Don't Know
Logistical arrangements involving screening have been established: who, what, where, and when.				
Data obtained from each screening/benchmarking session are routinely shared at team meetings.				
Decision rules that include <i>cut scores</i> use established local or national norms to identify students who may require differentiated instruction or additional intervention.				
Students performing below grade level expectations are progress monitored frequently (weekly and/or biweekly).				
Progress monitoring data are routinely shared at each grade level with teachers, administrators, and parents.				
State Snapshot Component: <i>Exposure</i>	State Score			
To what degree is the State supporting effective implementation of RtI?				

### Appendix G: FSM SSIP Implementation Rubric

C. Leadership/Infrastructure	1	2	3	Don't Know
The State RtI Team meets regularly.				
A data management system has been established that houses student performance data electronically.				
There is an RtI implementation plan that will guide the RtI process over the next 3-5 years.				
The State allocates the necessary resources essential for effective RtI implementation.				
The coaches have received professional development relative to the five pillars of reading and key elements of effective coaching.				
There is a professional development plan that includes RtI training and coaching.				
The professional development plan is aligned to an overall Statewide plan for professional development.				
Parents are aware of their student's progress in reading.				
State Snapshot Component: <i>Quality/Fidelity</i>				
	State Score			
<i>How well is the RtI framework implementation being accomplished?</i>				
D. Continuous Improvement	1	2	3	Don't Know
Reading instruction is regularly observed using a consistent format/tool and feedback is provided to educators.				
Professional development is evaluated to determine quality.				
State Snapshot Component: <i>Student Responsiveness</i>				
	State Score			
<i>To what extent are students improving their early literacy?</i>				
D. Teaming and Ownership	1	2	3	Don't Know
The RtI Team meetings include a variety of student data to drive improvement efforts.				
Shared responsibility for all children is evident among basic and special educators.				
DOE personnel support the RtI process.				
State Snapshot Component: <i>Implementation Differentiation</i>				
	State Score			
<i>What are the unique features of implementation in each State?</i>				