Evaluation of Improvement Plan Activities

Table 1: APT Infrastructure Development

Broad Improvement Strategy #1, APT Infrastructure Development, was designed to establish the foundational infrastructure to support development, implementation, and expansion of APT as a critical component of the CCSD Comprehensive Literacy Frameworks for improving reading instruction for third-grade students with disabilities in the CCSD. Below is a table of the activities that were designed in PHASE II to assist in infrastructure development and the measures that would demonstrate implementation.

Activities to Meet Outcomes	Implementation Measure
Obtain CCSD Board approval for APT project and funding proposal	Review of CCSD Board meeting minutes
Allocate and monitor funds for APT budget	Approved budget; review of quarterly budget expenditure reports
Establish CCSD personnel resources necessary for APT leadership and implementation	Review of personnel contracts and human resources documentation
Establish formal working relationship with CORE INC. for APT training and support	Review of CORE INC. contract
Establish well-functioning APT Leadership Team	APT Leadership Team monthly meetings; formulation of recommendations for improving team functioning
Design APT school selection process	Schools selected; school principals sign Participation Commitment forms
Develop and implement communication strategies to support APT implementation and evaluation	Documents (e.g., meeting minutes); surveys, interviews, and focus groups
Develop and disseminate informational/promotional materials on APT, such as fact sheets, flyers, and parent letters	Documents (e.g., fact sheets); surveys, interviews, and focus groups

Table 2: Professional Development

Broad Improvement Strategy #2, Professional Development, was designed to support improved performance of third-grade students with disabilities on statewide assessments of reading/language arts through building CCSD capacity to strengthen the skills of teachers in assessment, instructional planning, and teaching. Below is a table of the activities that were designed in PHASE II to assist in professional development, the measures that would demonstrate implementation and the measures that would demonstrate implementation.

Activities to Meet Outcomes	Implementation Measure
Establish system for ensuring competence of APT Instructional Interventionists through Train-the-Trainer model	Review of CORE INC. "Train-the-Trainer" trainings; review CORE INC. training certificates
Establish training plan for CORE INC. training and CCSD instructional support training ("Roundtables")	Review of contract with CORE INC., including separate professional development plans; training participant data; administrator, Instructional Interventionist, and teacher interviews, focus groups, and/or survey
Develop CCSD Instructional Support training Modules ("Roundtables")	Review of training material; review of training data
Develop and implement a web-based series to support implementation and expansion of APT	Review of web-based tools; Instructional Interventionist/teacher interviews, focus groups, and/or surveys
Conduct CORE INC. training and CCSD Instructional Support training for **Instructional Interventionists**, using a variety of data	Review of training modules; review training data; conduct **Instructional Interventionist** interviews, focus groups, and/or surveys
Conduct CORE INC. training and CCSD Instructional Support training for **teachers**	Review of training modules; review of training data; conduct **teacher** interviews, focus groups, and/or surveys
Conduct training for **administrators** to support effective implementation of APT	Review of training modules; review of training data; conduct **administrator** interviews, focus groups, and/or surveys
Implement coaching component of APT in pilot schools	Review coaching materials; review of coaching data; conduct Instructional Interventionist/teacher interviews, focus groups, and/or surveys
Develop and disseminate parent training material to support APT	Review of training material; parent group interviews, focus groups, and/or surveys

Table 3: Data Systems Development

Broad Improvement Strategy #3, Data Systems Development, was designed to identify, develop, and implement data collection and analysis systems to support formative and summative evaluation of the reading performance of third-grade students with disabilities, and to assess the quality and fidelity of APT implementation. Below is a table of the activities that were designed in PHASE II to assist in data systems development and the measures that would demonstrate implementation.

Activities to Meet Outcomes	Implementation Measure
Determine what data elements exist in existing data systems will give us the most helpful information (which factors have the biggest impact on student outcomes), and determine what data systems need to be created or modified to provide the most helpful information	Review of meeting minutes/agendas; evaluation tool development plans with external evaluators; review of tools developed
Establish data system necessary to evaluate **implementation** of APT with fidelity	Review of implementation **fidelity measures** and data; review of participant interviews, focus groups, and/or surveys
Establish data system necessary to evaluate **training of Instructional Interventionists and teachers**	Review of **training** measures and data; review of participant interviews, focus groups, and/or surveys
Establish data system necessary to evaluate **coaching provided by Instructional Interventionists to teachers**	Review of **coaching** measures and data; review of participant interviews, focus groups, and/or surveys
Establish data system necessary to conduct **formative** evaluations of student performance (e.g., progress monitoring)	Review of **formative** student performance evaluation data
Establish data system necessary to conduct **summative** evaluations of student performance (i.e., outcomes)	Review of **summative** student performance evaluation data