



DISTRICT OF COLUMBIA  
 OFFICE OF THE STATE SUPERINTENDENT OF  
**EDUCATION**

**DISTRICT OF COLUMBIA IDEA PART B SSIP EVALUATION PLAN**

**FFY2020-2025**

**State Infrastructure Improvements Evaluation Plan**

The SSIP evaluation of state infrastructure improvement activities focuses on ensuring activities are achieving intended outcomes using a variety of qualitative and quantitative data sources. To assess the progress and impacts of activities, OSSE designed evaluation questions and intended short-, intermediate-, and long-term outcomes for each activity described in the SSIP Theory of Action.

Evaluation Questions	Intended Outcomes	Relevant Activities	Data Sources	Anticipated Timeline
To what extent are state-level activities building LEA capacity to make data-driven decisions in relation to the Child Outcomes Summary data collection process?	Short-term: 1. Convene an early childhood LEA working group to review and revise Child Outcomes Summary data collection guidance 2. Provide accessible trainings and written guidance for LEAs and educators regarding the Child Outcomes Summary Intermediate: 3. LEAs report improved Child Outcomes Summary decision making capacity 4. LEA Indicator 7 data stabilizes	<ul style="list-style-type: none"> <li>• Updating Child Outcomes Summary Process Guidance</li> <li>• Early Childhood LEA working group</li> <li>• Integrating Child Outcomes Summary data collection process within aligned data systems</li> <li>• Accessible trainings and written guidance</li> <li>• Technical assistance provided through general system of supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Project plans</li> <li>• Participant feedback</li> <li>• Participant surveys</li> </ul>	January 2022 - ongoing

Evaluation Questions	Intended Outcomes	Relevant Activities	Data Sources	Anticipated Timeline
	Long-term: 1. LEA Indicator 7 performance improves 2. Integrate Child Outcomes Summary data collection within aligned data systems			
To what extent are state-level activities improving LEA practice related to the Child Outcomes Summary data collection?	Short-term: 1. LEAs report improvements in Child Outcomes Summary data collection process Intermediate: 2. State and LEA Indicator 7 data stabilizes Long-term: 3. State and LEA Indicator 7 performance improves	<ul style="list-style-type: none"> <li>• Updating Child Outcomes Summary data collection process</li> <li>• Special Education Performance Report (SEPR)</li> <li>• Accessible trainings and written guidance</li> <li>• Technical assistance provided through general system of supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Participant surveys</li> <li>• IDEA monitoring data</li> <li>• APR Indicator 7B data</li> </ul>	February 2023 - ongoing
To what extent are state-level activities supporting LEAs in implementing early literacy evidence-based practices?	Short-term: 1. Expand scope of early childhood LEA working group to address early literacy supports and resources Intermediate: 2. Provide accessible trainings and resources for educators related to early literacy and evidence-based practices Long-term: 3. LEAs report implementation of evidence-based practices with fidelity 4. State and LEA Indicator 7b performance increases	<ul style="list-style-type: none"> <li>• Early Childhood LEA working group</li> <li>• Literacy DC (Comprehensive Literacy Plan/ Comprehensive State Literacy Development Grant)</li> <li>• Technical assistance and educator resources</li> </ul>	<ul style="list-style-type: none"> <li>• Project plans</li> <li>• Participant surveys</li> <li>• Participant focus groups</li> <li>• APR Indicator 7B data</li> </ul>	January 2022 - ongoing

## Evidence-Based Practice Implementation Evaluation Plan

The SSIP evaluation of evidence-based practice implementation focuses on a subset of the state’s strategies to improve early literacy skills for students with disabilities. OSSE will evaluate the effects of implementing evidence-based practices through the Comprehensive State Literacy Development Grant, under which AppleTree Institute received grant funds to supplement the high-quality implementation of the Every Child Ready curriculum in 12 Pre-K schools. The intervention provides additional professional development opportunities for teachers and increased literacy-focused coaching. The evaluation will address the following questions:

- 1) How much growth, on average, do students with disabilities participating in the Every Child Ready program experience in early literacy skills?
- 2) How does the average growth in literacy skills of students with disabilities compare to the growth of non-disabled students in the Every Child Ready program in the District?
- 3) How does the average growth in literacy skills of students with disabilities compare to the growth goals established by national average growth in literacy skills?

### Data and Analysis

OSSE will collect beginning of year and end of year assessment data from participating schools using the Every Child Ready: Language & Literacy assessment. OSSE will also collect student demographic data and, through the Unique Student Identifier (USI), can link student records to detailed special education information, including disability evaluation, IEP, and 504 Plan records.

To analyze the data, OSSE will measure the growth in literacy skills of students with disabilities from the beginning of year to end of year assessments. OSSE will compare this growth to students without disabilities, using a t-test to determine whether group differences are statistically significant. OSSE will also compare the growth measures to targets set by national norms for students’ growth based on their beginning of year test scores, as summarized in the table below. Growth goals were developed based on three years of test data (SY2015-2016, SY2016-2017, and SY2017-2018), including scores from 2,300 students. Growth goals reflect the upper end of growth within one standard deviation of the mean for each instructional range.

**Table 1.** Nationally norm-referenced growth targets

Baseline Instructional Range	Pre-K 3 Growth Goal (points)	Pre-K 4 Growth Goal (points)
Instructional Intervention (beginning in the 0-10th percentile)	9	11
Needs Support (beginning in the 11th-25th percentile)	12	11
On Track (beginning in the 26th-90th percentile)	12	9
Accelerated (beginning in the 91st-99th percentile)	9	5

Source: *Every Child Ready: Language and Literacy documentation provided by AppleTree Institute*

OSSE will also explore linear models to estimate the growth of students with disabilities when adjusting for other student characteristics, such as at-risk status. The model takes the form of:

$$y_i = \beta_0 + \beta_1 dis_i + \beta_2 boy_i + \beta_3 x_{3i} + \dots + \beta_n x_{ni} + \varepsilon_i$$

where  $y_i$  is a student's growth,  $dis_i$  is an indicator of disability status,  $boy_i$  is the student's beginning-of-year percentile,  $x_{3i}$ - $x_{ni}$  are a vector of control variables, including demographic characteristics, and  $\varepsilon_i$  is an error term. Using linear regression to estimate the parameter  $\beta_1$  will allow us to understand the degree to which a student's disability status is associated with their growth in literacy skills after adjusting for other student characteristics. Models including interaction terms between disability status and other variables may also yield interesting results. For example, a term interacting disability status with gender can show whether boys and girls with disabilities benefit equally from exposure to the Every Child Ready intervention. OSSE will explore a variety of interactions and test them for statistical significance. The results of the evaluation will help in understanding whether and how much the District's investments in early literacy programs contribute to the growth students with disabilities, as compared to their non-disabled peers.