

## New Hampshire State Systemic Improvement Plan (SSIP) Evaluation Plan

\*PLACE = External Evaluator

Theory of Action Strand	Evaluation Questions	Performance Indicators	Data Sources	Responsible Parties	Data Collection Frequency
Collaboration for Capacity Building	To what extent does the SEA effectively collaborate to support LEAs in delivering effective EL&L instruction?	Increased literacy initiative alignment	<ul style="list-style-type: none"> <li>Document analysis</li> </ul>	PLACE	Annually
		Increased cross-department and interagency partner collaboration, including ongoing PTI engagement	<ul style="list-style-type: none"> <li>Leadership team member and attendance data</li> <li>Survey, interview, focus groups</li> </ul>	PLACE	Annually
		Increased trainings, coaching, networking opportunities, and support to implementing schools	<ul style="list-style-type: none"> <li>Training/PLC evaluations</li> <li>Coaching evaluations</li> <li>Coaching logs</li> <li>Site Survey</li> </ul>	State Literacy Coach, PLACE	Ongoing; aligned with implementation plan
		Increased use of data-driven EL&L instruction statewide	<ul style="list-style-type: none"> <li>Literacy curricula survey</li> <li>Universal screening adoption</li> <li>LEA website scan</li> </ul>	PLACE, NHED	Annually
	To what extent do participating LEAs deliver effective EL&L instruction?	Increased literacy initiative alignment	<ul style="list-style-type: none"> <li>Document analysis</li> </ul>	PLACE	End of each school year
		Increased readiness across implementation phases	<ul style="list-style-type: none"> <li>Readiness Thinking Tool</li> <li>Universal screening data</li> </ul>	State Literacy Coach	At least annually
		Increased internal capacity to lead EL&L efforts	<ul style="list-style-type: none"> <li>Needs Assessment</li> <li>Coaching logs</li> </ul>	State Literacy Coach	Ongoing; aligned with coaching plan
Evidence-Based Instruction & Intervention	To what extent do educators in participating LEAs increase their knowledge of data-driven EL&L instruction?	Increased knowledge and understanding of data-driven EL&L	<ul style="list-style-type: none"> <li>Acadience post test results</li> <li>LETRS pre-post test results</li> <li>Training evaluations</li> <li>PLC “exit ticket” analysis</li> <li>Practitioner self-assessment survey</li> </ul>	NHED & PLACE	Ongoing; aligned with implementation plan
	To what extent do educators in participating	Increased use of evidence-based data and EL&L practices	<ul style="list-style-type: none"> <li>Coaching logs</li> <li>Coaching fidelity checklists</li> </ul>	State Literacy Coach,	Ongoing; aligned with implementation plan

Theory of Action Strand	Evaluation Questions	Performance Indicators	Data Sources	Responsible Parties	Data Collection Frequency
	LEAs increase implementation fidelity of data-driven EL&L instruction?		<ul style="list-style-type: none"> <li>• Coach observations</li> <li>• Universal screening data review process analysis</li> <li>• Practitioner self-reports</li> </ul>	participating educators, PLACE	
<b>Family Partnerships</b>	To what extent does <b>family member</b> confidence in supporting their child's literacy development increase within participating LEAs?	Increased family member confidence in their ability to understand and support their child's EL&L skill development and progress	<ul style="list-style-type: none"> <li>• LETRS pre-post test results (as relevant)</li> <li>• Module evaluations</li> <li>• Literacy event evaluations</li> <li>• Family representative participation &amp; survey</li> <li>• Parent survey of data-driven EL&amp;L instruction, including progress</li> <li>• Interviews and focus groups</li> </ul>	Site Leads, PIC, PLACE	Ongoing; aligned with implementation plan
<b>Progress toward SiMR</b>					
<b>Student Outcomes</b>	To what extent do <b>students with disabilities</b> in participating sites make progress on EL&L skills?	Increased student-level progress toward EOY benchmarks	<ul style="list-style-type: none"> <li>• Universal screening/benchmarking</li> <li>• Progress monitoring measures</li> </ul>	Acadience, State Literacy Coach, PLACE	At least three times each year
	To what extent do <b>students with disabilities</b> increase their reading proficiency within participating sites?	Increased reading proficiency of students with disabilities	<ul style="list-style-type: none"> <li>• NH SAS</li> </ul>	NHED, PLACE	Annually