

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"> Document analysis 	PLACE	Annually
		Increased cross-department and interagency partner collaboration, including ongoing PTI engagement	<ul style="list-style-type: none"> Leadership team member and attendance data Survey, interview, focus groups 	PLACE	Annually
		Increased trainings, coaching, networking opportunities, and support to implementing schools	<ul style="list-style-type: none"> Training/PLC evaluations Coaching evaluations Coaching logs Site Survey 	State Literacy Coach, PLACE	Ongoing; aligned with implementation plan
		Increased use of data-driven EL&L instruction statewide	<ul style="list-style-type: none"> Literacy curricula survey Universal screening adoption LEA website scan 	PLACE, NHED	Annually
	To what extent do participating LEAs develop structures to support continuous improvement and to sustain the work?	Improved structures and processes (i.e., prioritizing goal areas, action planning and revisions, and PDSA cycles)	<ul style="list-style-type: none"> Needs Assessment Site Action Plans Site Meeting Agendas & Notes Site Fidelity Check 	State Literacy Coach, PLACE	Initial needs assessment to create action plan & revisiting needs, as aligned to implementation Action planning (at least annually) & revisions based on goal progress Monthly agenda/minutes Biannual fidelity checks
		Increased literacy initiative alignment	<ul style="list-style-type: none"> Document analysis 	PLACE	End of each school year
		Increased use of universal screening data to inform instructional decisions	<ul style="list-style-type: none"> Universal screening data 	State Literacy Coach	At least three times per year
		Increased internal capacity to lead EL&L efforts	<ul style="list-style-type: none"> Coaching logs After Action Review 	State Literacy Coach	Ongoing; aligned with coaching plan

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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"> • Acadience post-test results • LETRS training pre-post test results • Training evaluations • Focus groups with site leadership team members 	NHED & PLACE	Ongoing; aligned with implementation plan
	To what extent do educators in participating LEAs increase implementation fidelity of data-driven EL&L instruction?	Increased use of evidence-based data and EL&L practices	<ul style="list-style-type: none"> • Coaching logs • LETRS Teacher Observation Tool • Coach observations • Universal screening data review process analysis • Focus Groups 	State Literacy Coach, participating educators, PLACE	Ongoing; aligned with implementation plan
Family Partnerships	To what extent does family member 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"> • LETRS training pre-post test results (as relevant) • Module evaluations • Literacy event evaluations • Family representative participation & survey • Parent survey of data-driven EL&L instruction, including progress • Interviews and focus groups 	Site Leads, PIC, PLACE	Ongoing; aligned with implementation plan
Progress toward SiMR					
Student Outcomes	To what extent do students with disabilities in participating sites make progress on EL&L skills?	Increased student-level progress toward EOY benchmarks	<ul style="list-style-type: none"> • Universal screening/benchmarking • Progress monitoring measures 	Acadience, State Literacy Coach, PLACE	At least three times each year

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	To what extent do students with disabilities increase their reading proficiency within participating sites?	Increased reading proficiency of students with disabilities	<ul style="list-style-type: none"> <li data-bbox="982 207 1115 235">• NH SAS 	NHED, PLACE	Annually