



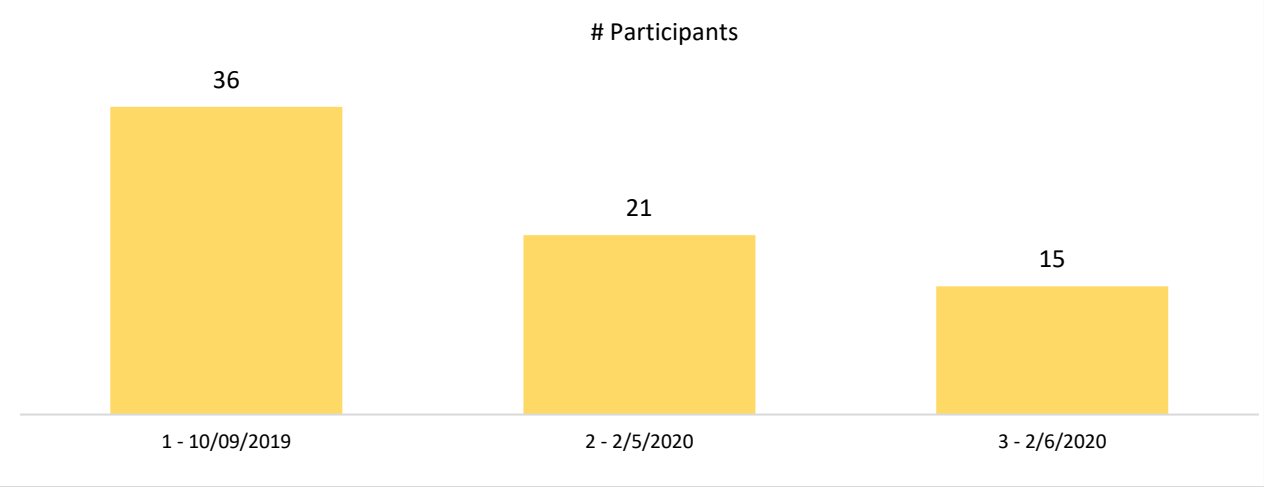
**Wyoming Part B State Systemic Improvement Plan (SSIP)  
Evaluation Dashboard Report 2019-20  
Overall – Final Report**

**Appendix E**

**State-identified Measurable Results (SiMR):** The percentage of third grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017-18\* to 29.63% in 2019-20. \*Note: Baseline year is 2017-18 -- when the WYTOPP was first administered

**Participants:** 24 schools from one district participated in DBI in 2019-20.

**A. Attendance at Trainings (Based on Information Submitted by WDE)**



By the Numbers	
# total session-participant instances	72
# unique participants	60
# sessions	3
Average number of participants per session	24
HQPD Ratings for 1 session	
# of criteria (out of 22) that were met	22

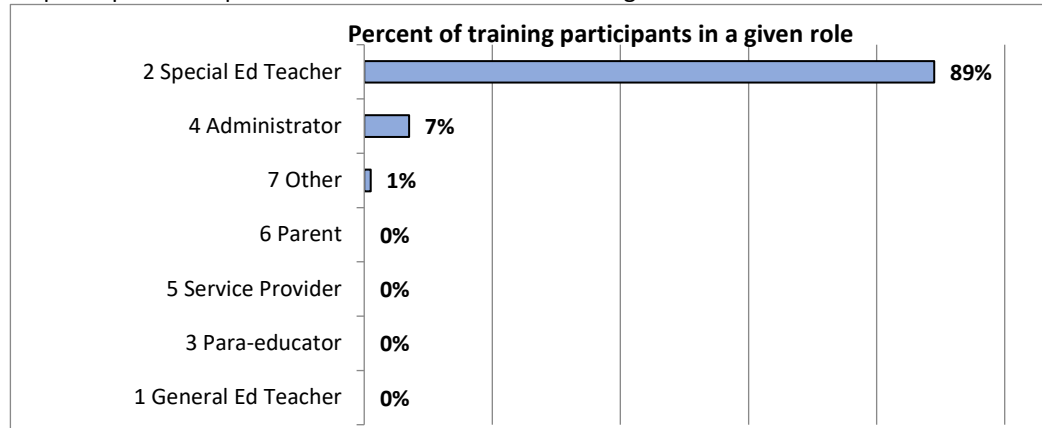
Note: Attendee information was not uploaded to the WINWEB site for the trainings with missing values.

**B. Trainings:**

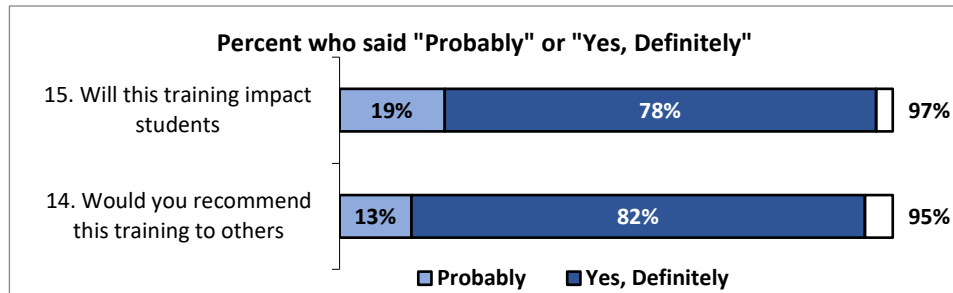
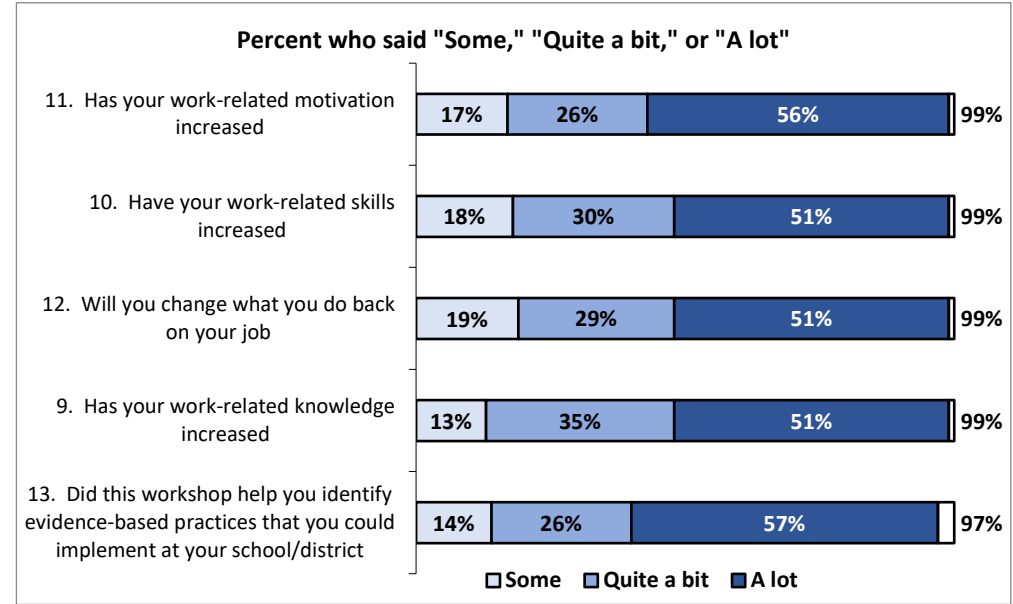
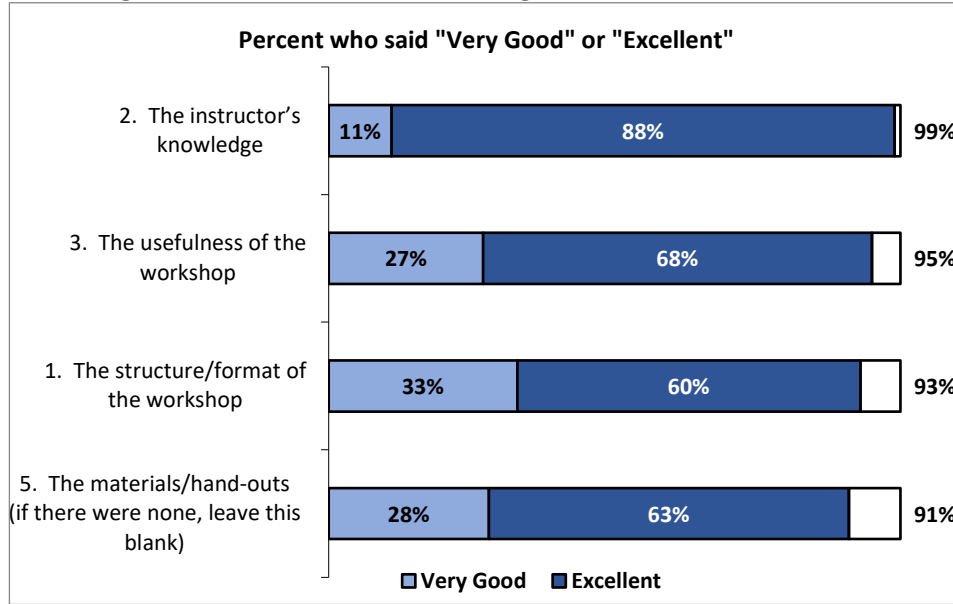
	Date	Title
1	10/09/2019	LCSD1 Year 2 DBI / Teaming 1/2 Day - 1468
2	02/05/2020	LCSD1 2nd Year - Intensification Training - 1487
3	02/06/2020	LCSD1 DBI Refresher - 1488

### C. Training Participant Roles – Across All Trainings

72 participants completed an evaluation on three trainings.



### D. Training Evaluations – Across All Trainings

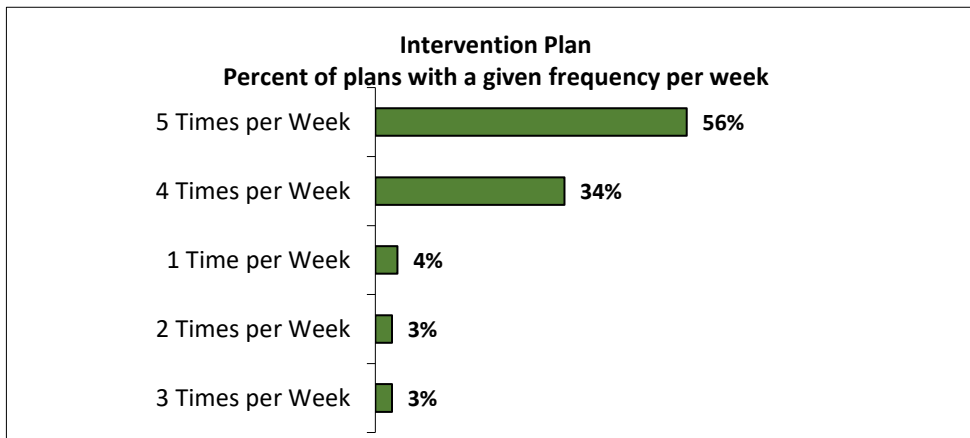
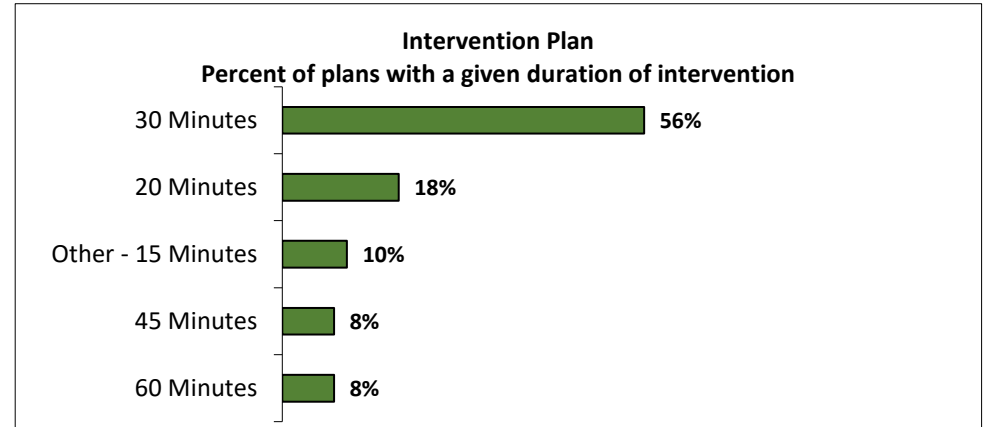
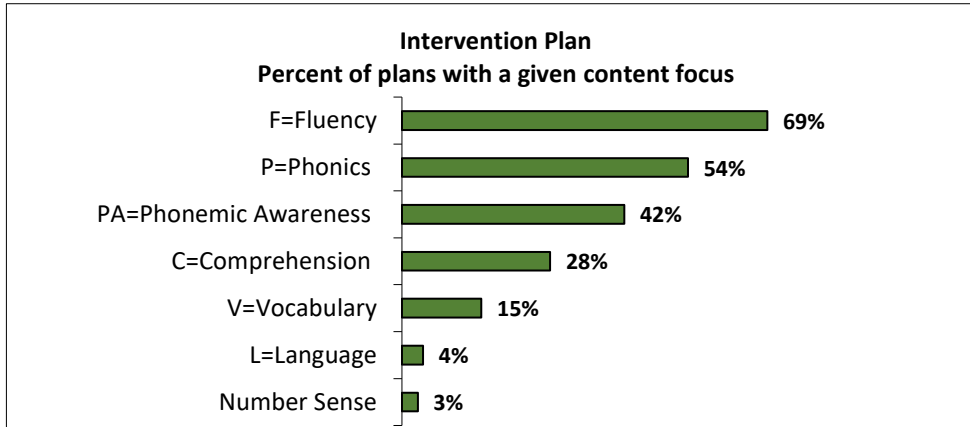
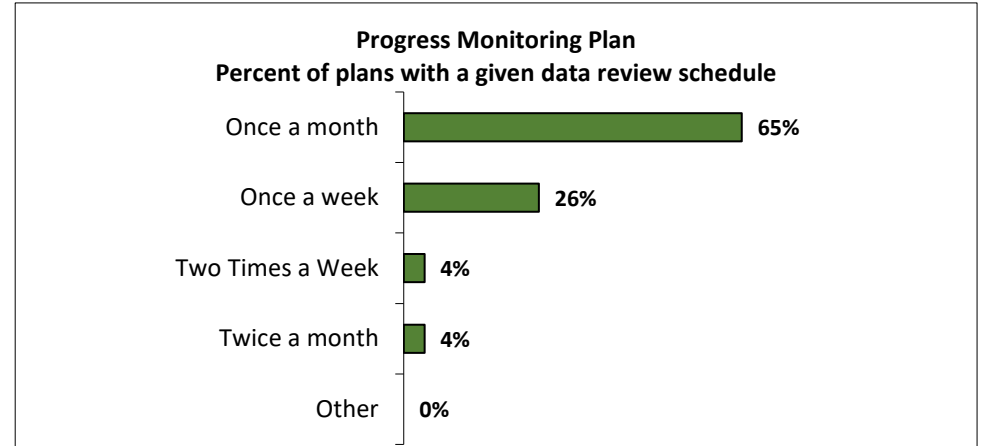
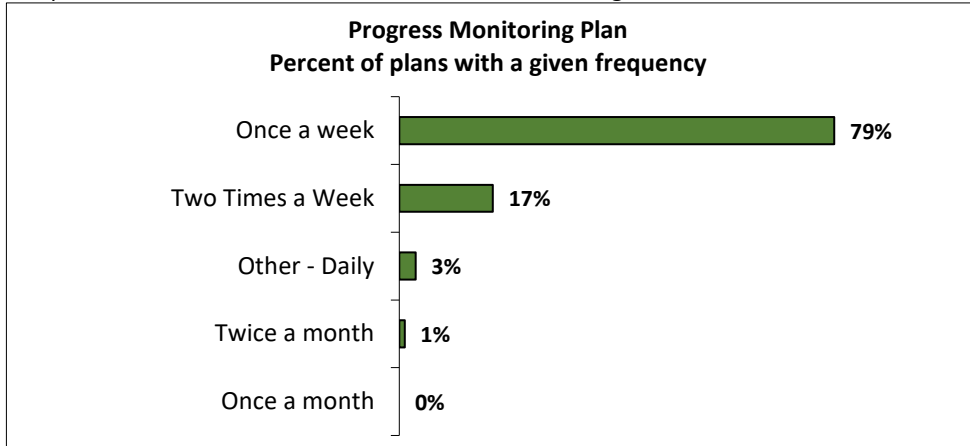


#### Sample of Participant Comments

- "The best thing was speaking with other teachers and getting their ideas about what they are using that is working for their students."
- "The best thing about the training is it helps us learn to become more intentional and focused to get strategies in place and come back to focus on kid's needs. Then check back in and help everyone be and feel supported;"
- "Becoming familiar with how the resources are used as we work through the process of the initial meetings."

### E. DBI Implementation Log – Student Intervention and Progress Monitoring Plan

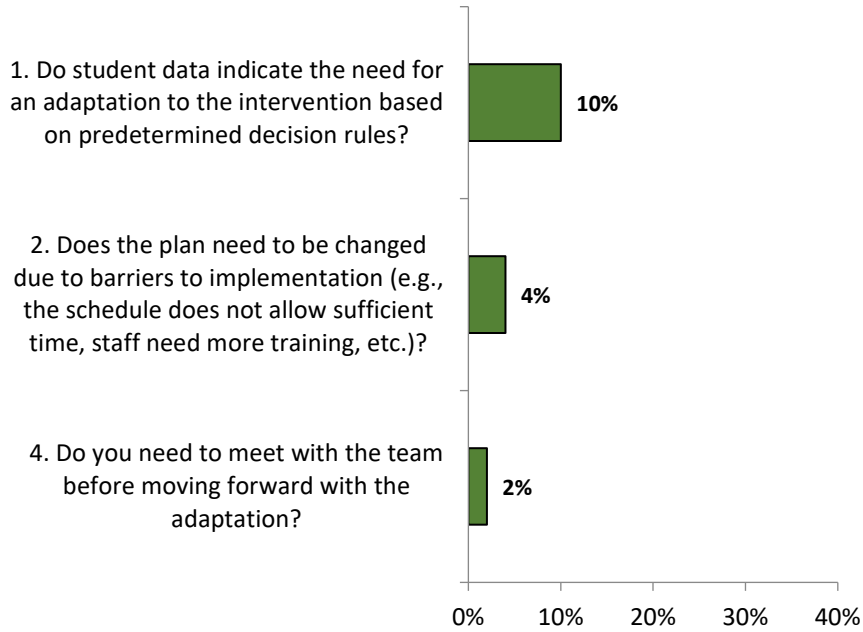
Between September 2019 and April 2020, 30 teachers from Laramie #1 school district completed a DBI Intervention and Progress Monitoring Plan for their students. The plans were completed for 72 students. 69 students received reading interventions and 3 students received math interventions.



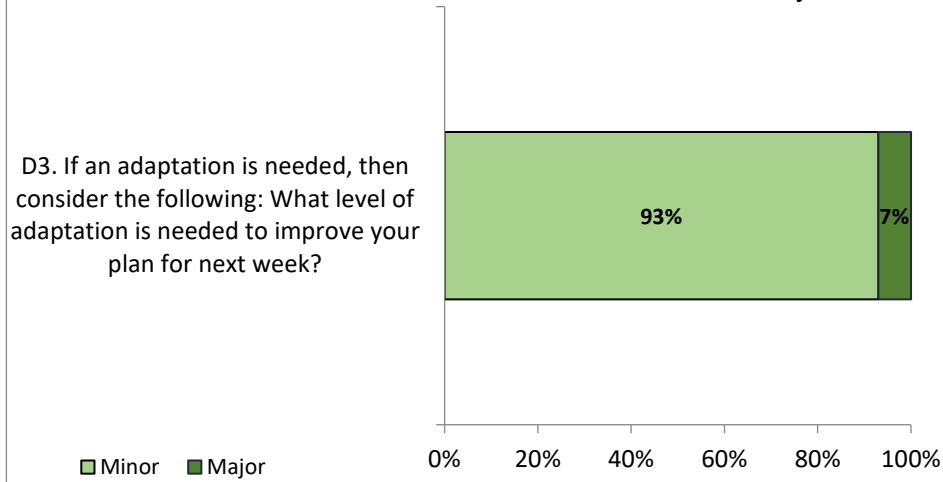
## F. DBI Implementation Log – Daily/Weekly Log

Between September 2019 and April 2020, 30 teachers completed a Daily/Weekly DBI Implementation Log for their students. The logs were completed for 72 students. The teachers have kept a log for their students over a 26-week period. The unit of analysis for this report is a “record” which represents a unique student-week event, (e.g., a DBI log was completed for Sally in each of 26 weeks. She would count for 26 of the records. Not all students were reported on in all 26 weeks.). There was a total of 730 unique records.

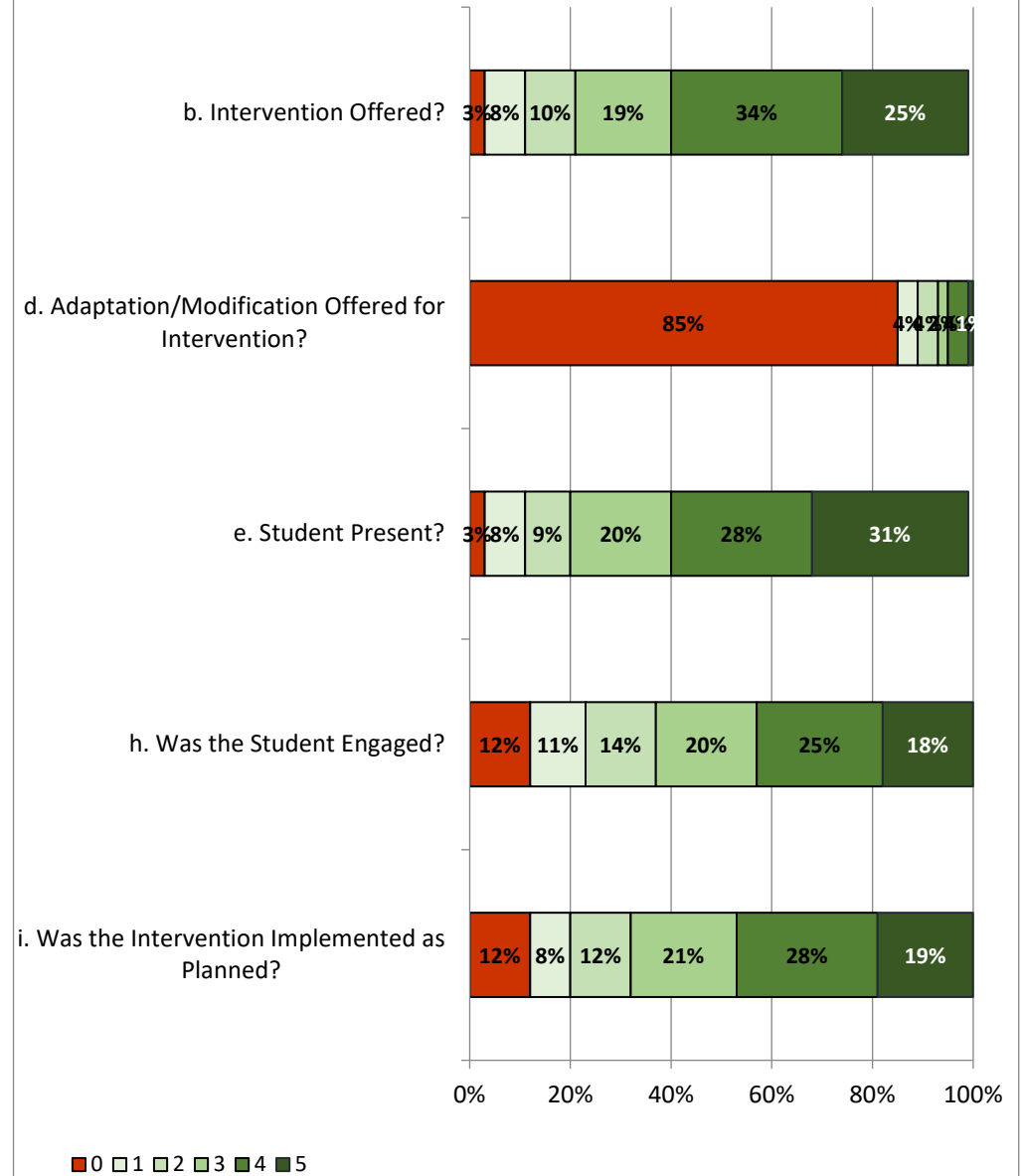
Percent of records for which the answer was "Yes"



Percent of records for which the answer was "Minor" or "Major"



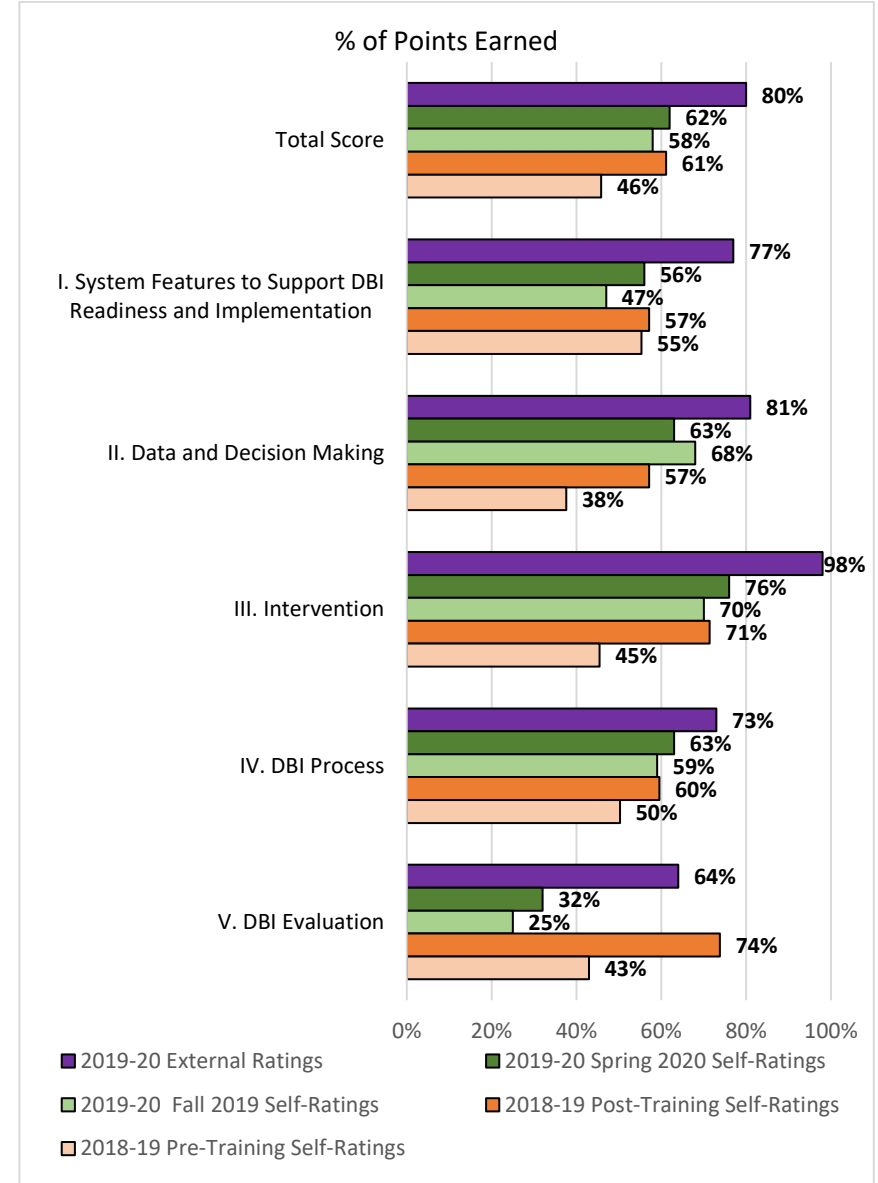
Percent of records with a given number of events per week



## G. DBI Implementation Checklist

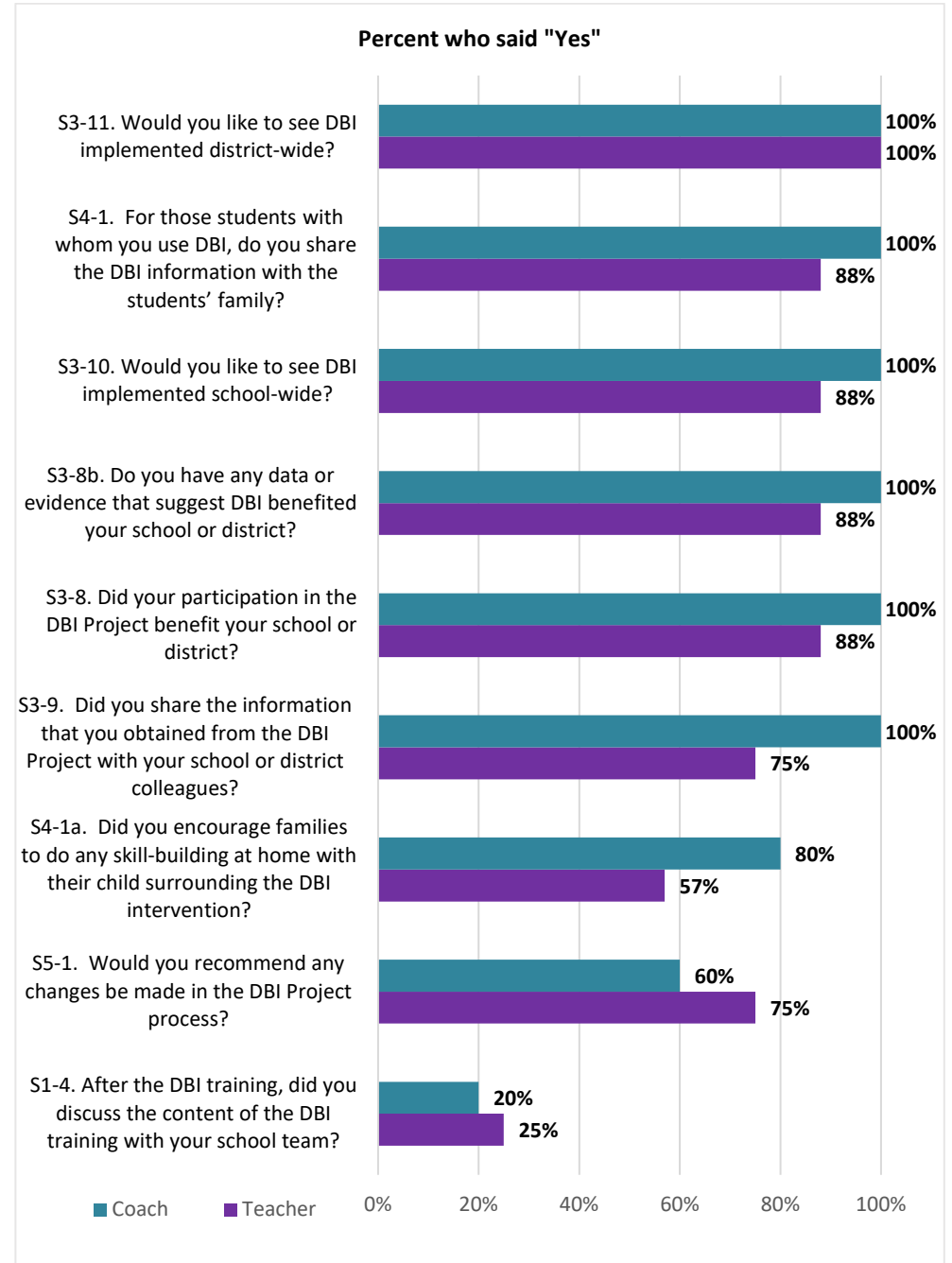
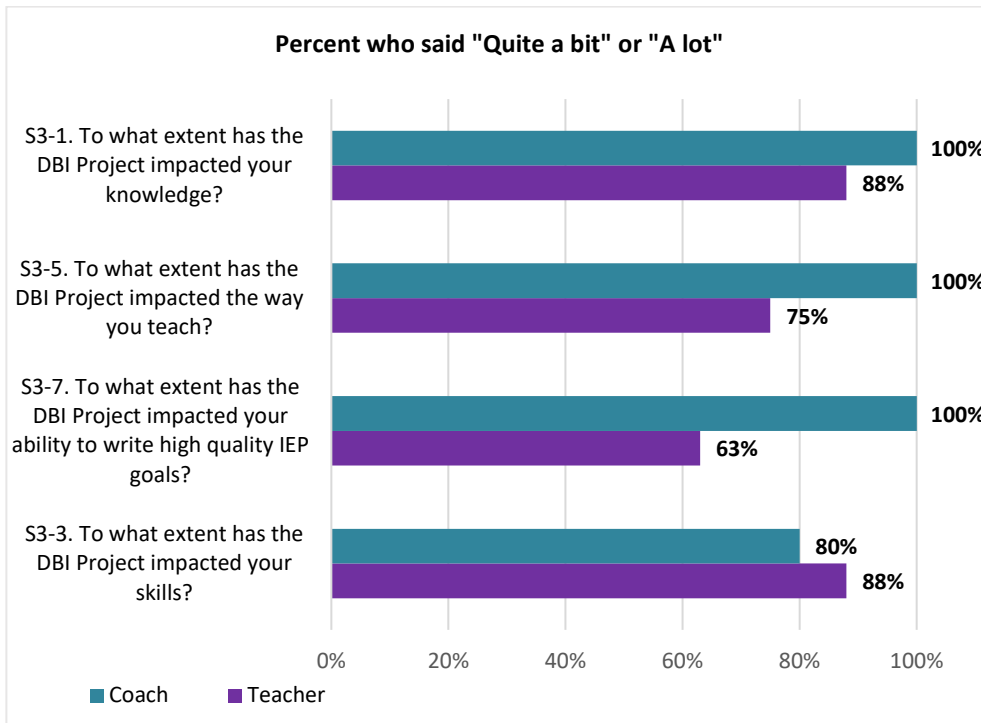
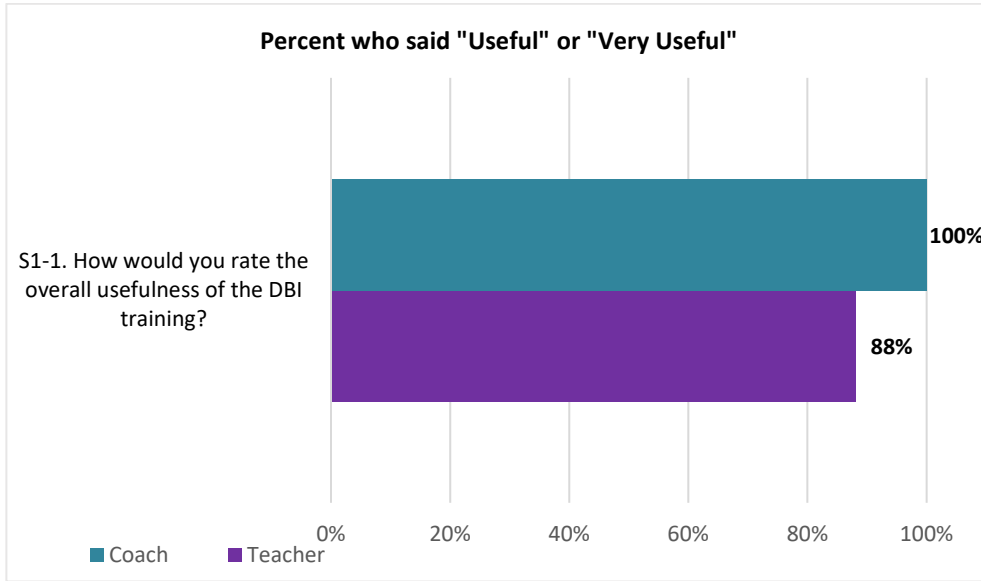
In fall 2019, 12 teams (from Laramie #1) completed the checklist. In spring 2020, 12 teams (from Laramie #1) completed the checklist. In 2019-20, 7 teams (from Laramie #1) received ratings from an external observer (external ratings) In 2018-19, 14 teams (13 from Laramie #1 and 1 from STRIDE Learning Center) completed the checklist **before** receiving DBI training (pre-training self-ratings). 7 teams (6 from Laramie #1 and 1 from Campbell County Child Development Center) completed the checklist **after** receiving DBI training (post-training self-ratings). In 2018-19, 2 teams (from Laramie #1) received ratings from an external observer (external ratings).

	% of Points Earned				
	2018-19		2019-20		
	Pre-Training Self-Ratings	Post-Training Self-Ratings	Fall 2019 Self-Ratings	Spring 2020 Self-Ratings	External Ratings
<b>Total Score</b>	46%	61%	58%	62%	80%
<b>I. System Features to Support DBI Readiness and Implementation</b>	55%	57%	47%	56%	77%
<b>II. Data and Decision Making</b>	38%	57%	68%	63%	81%
<b>III. Intervention</b>	45%	71%	70%	76%	98%
<b>IV. DBI Process</b>	50%	60%	59%	63%	73%
<b>V. DBI Evaluation</b>	43%	74%	25%	32%	64%



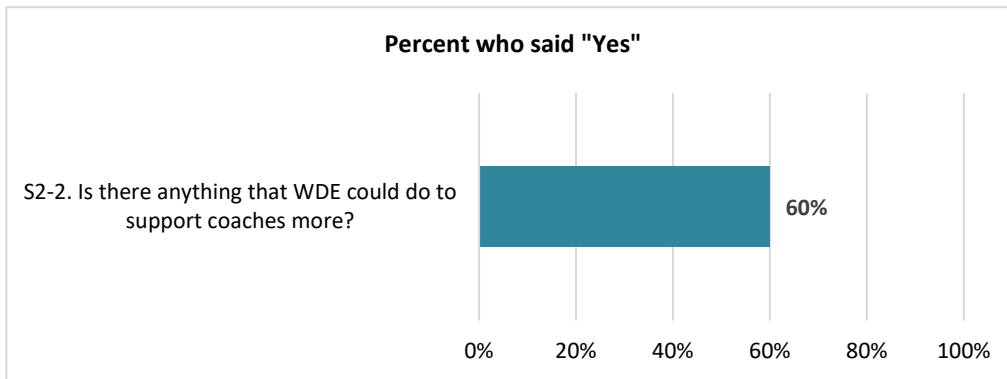
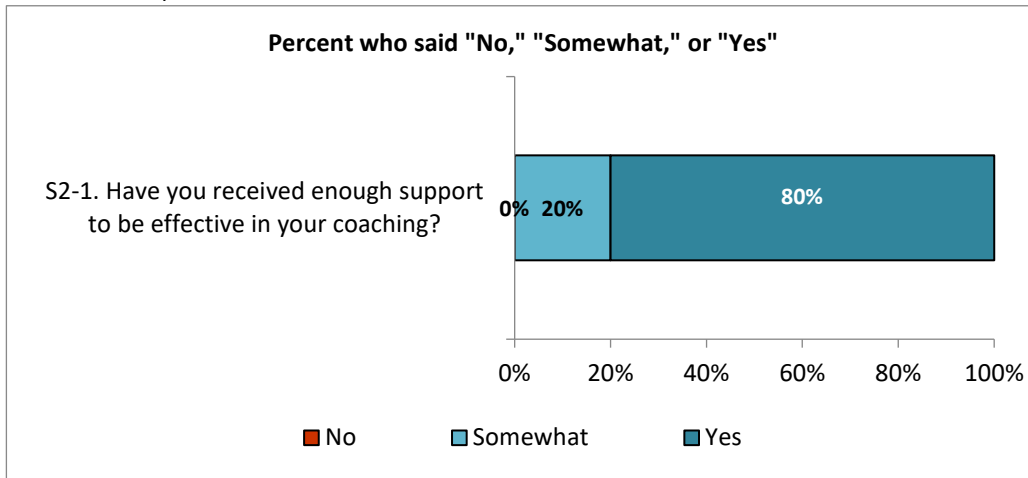
## H. Phone Interviews - Coach/Teacher Comparisons

In March 2020, phone interviews were conducted with 5 coaches and 8 teachers. These charts compare the responses of the teachers and coaches.



## I. Phone Interviews - Coaches

In March 2020, phone interviews were conducted with 5 coaches. The coaches were asked about the support they received while being a coach.



### Sample of Participant Comments

#### Best Things:

- "I liked the presenter, the in-depth examples, and to be able to work in groups. I liked working together to practice what we learned and also having case studies to refer to."

- "I feel like I know the process really well and have enough resources to guide other teachers, coaches, and resource teachers in the direction to go with specific information. I have resources and information to help with specific kids. We focus more on whether the student really knows a concept and if not what to do."

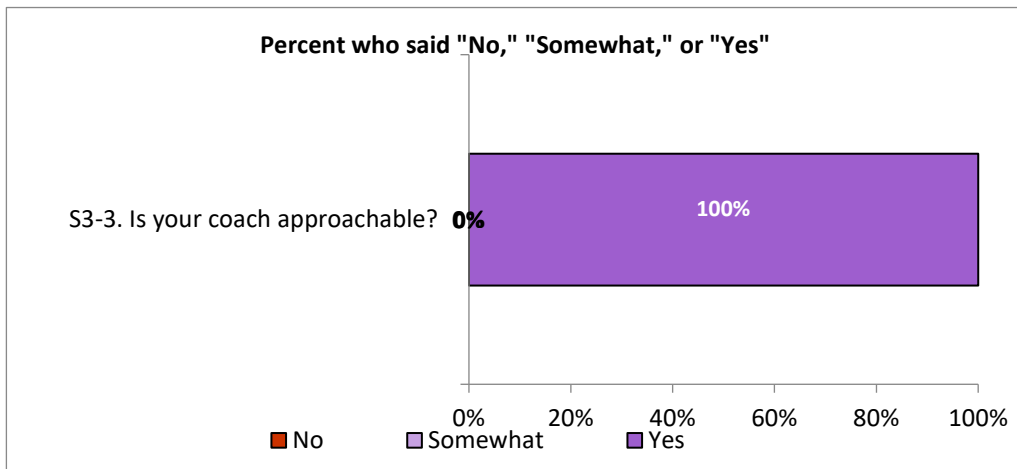
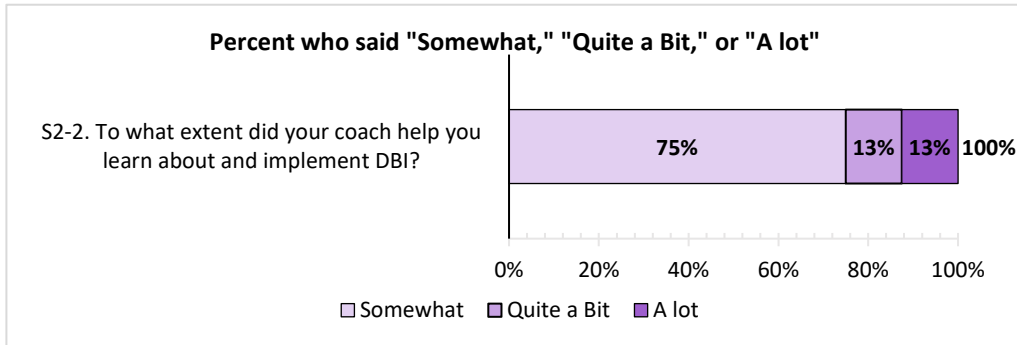
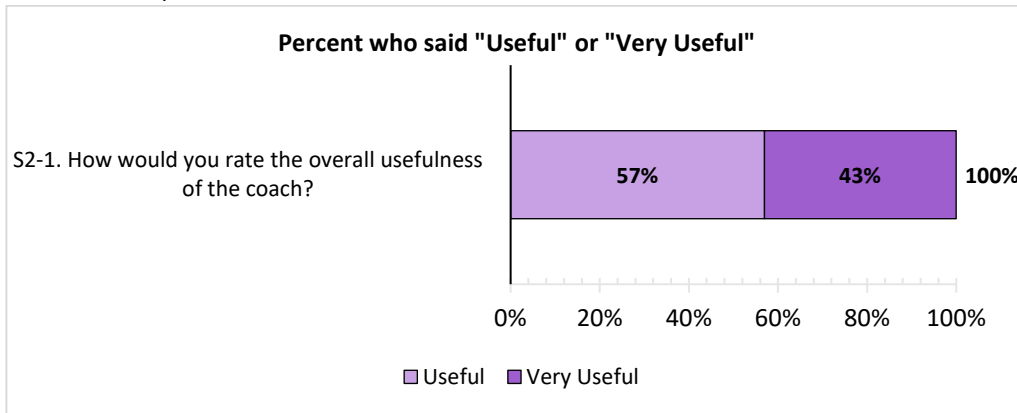
#### Improvements:

- "I think if we could have more opportunities for a non-responder teaming process."

- "I would like to see more training for coaches specifically with data and helping us with the tools. We use Fastbridge and we need help to interpret the data better and help other teachers make those decisions. I need more training and feel like I'm not as solid and still need to refer to notes."

## J. Phone Interviews - Teachers

In March 2020, phone interviews were conducted with 8 teachers. The teachers were asked about the support they received from their coach.



### Sample of Participant Comments

#### Best Things:

- "I completely revamped everything by using the data, looking at data and figuring out where to go next."
- "I think it has been good to have someone look at data with you, interpret it and bounce ideas off of them to help students."
- "The coach answered all of my questions and was very available and communicated through email. I am more independent this year and we met or emailed when I had questions or concerns."

#### Improvements:

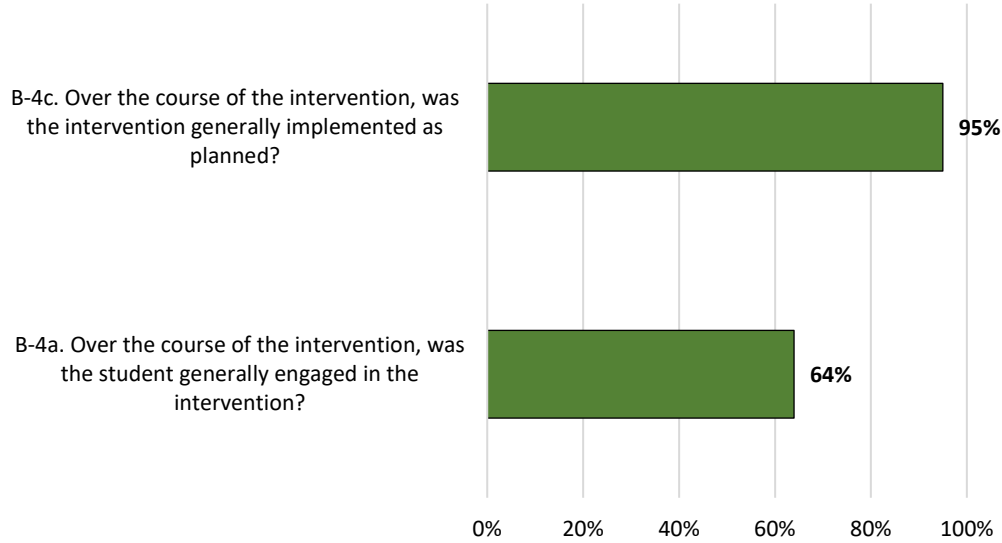
- "I think the entire district should be provided with the same training with consistency and agreement on effective implementation for general education students. Effective district wide implementation will prevent general education students from coming to special education if that isn't necessarily what they really need."
- "I was already implementing and she was feeling confident with what I was doing the year before without coaching. It would have been useful to have a coach that first year."
- "I was more independent. I had a coach last year and this year I was more independent and I would have used the coach more this year but it was timing."



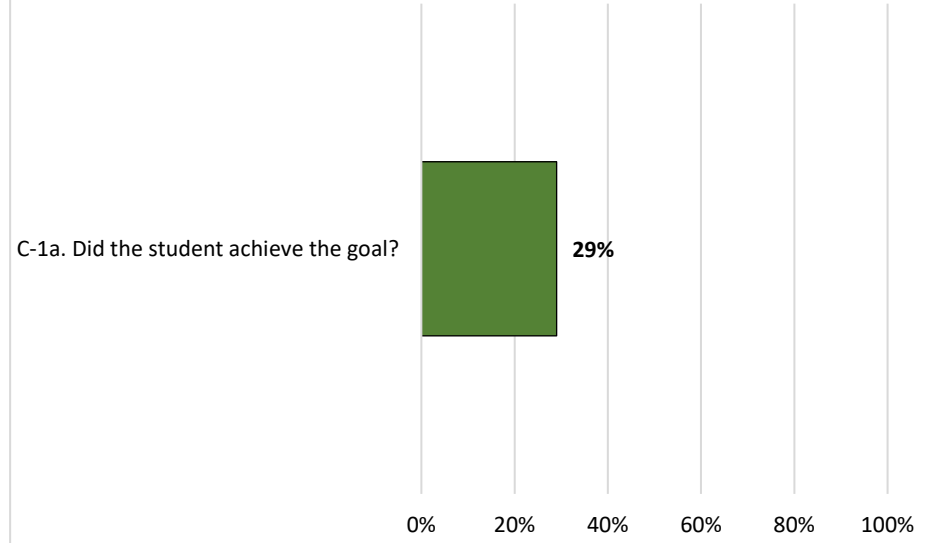
## K. DBI End-of-Year Survey

In May 2020, 18 teachers completed the DBI End-Of-Year Survey on 39 students.

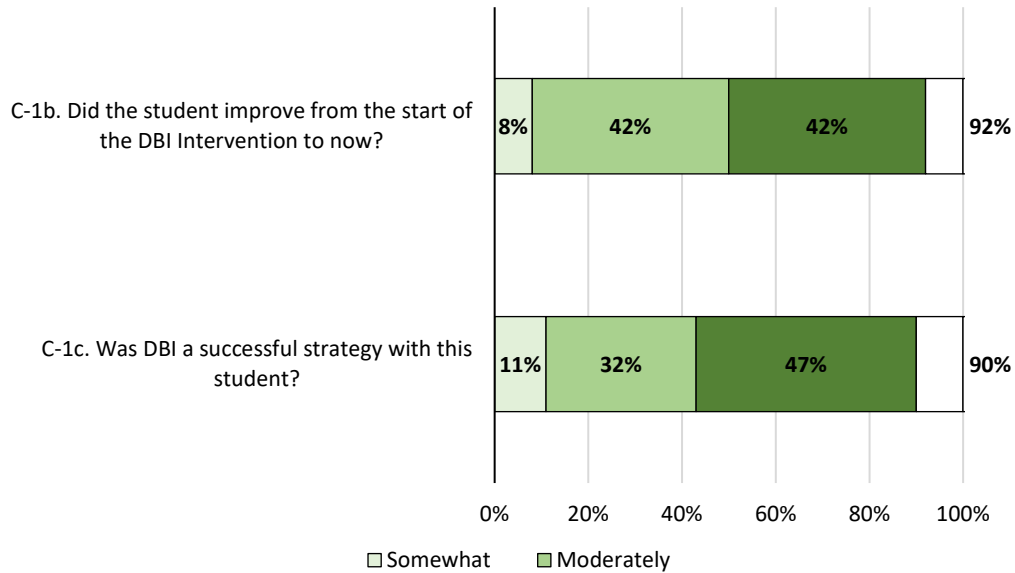
Percent who said "Yes"



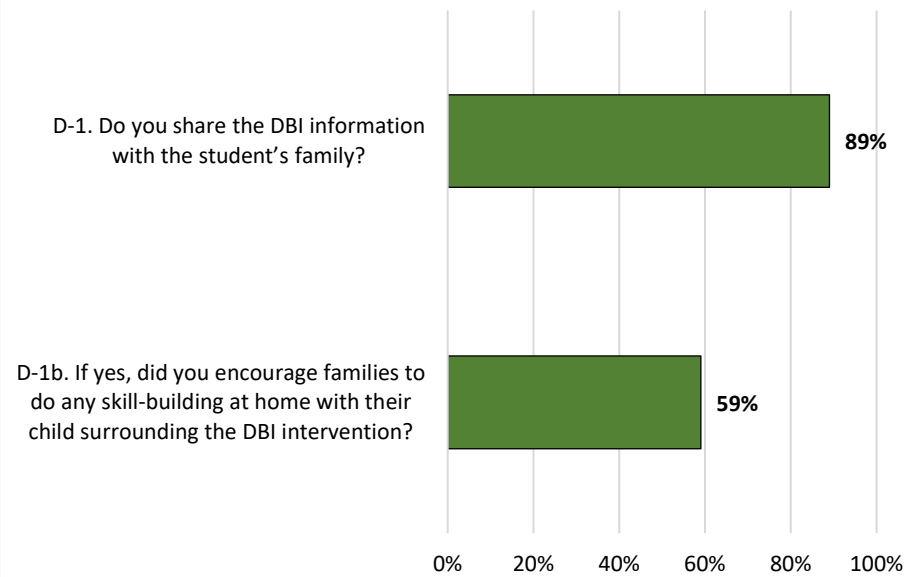
Percent who said "Yes"



Percent who said "Somewhat," "Moderately," or "A great deal"

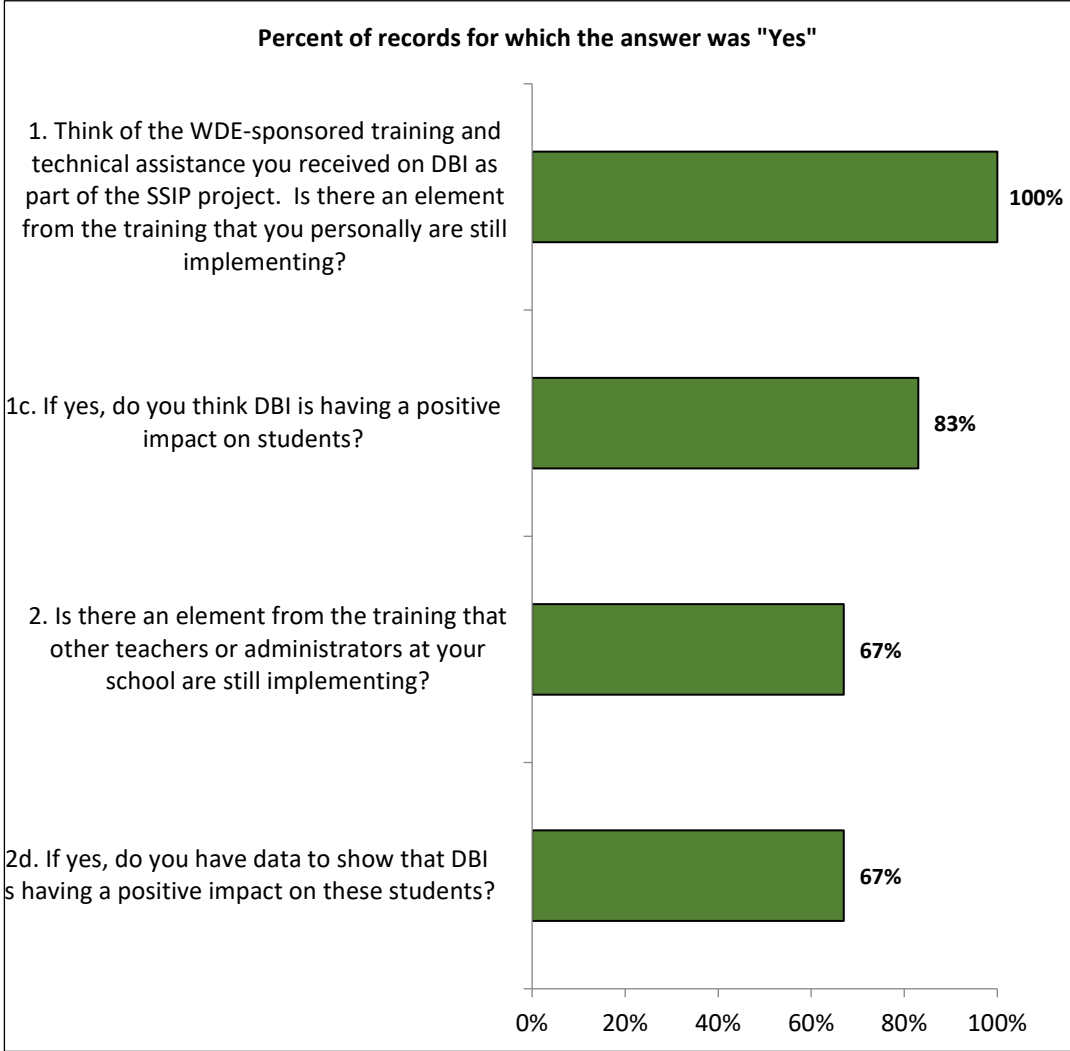


Percent who said "Yes"



**L. DBI Sustainability Survey**

In March 2020, 6 staff members from the 2016-17, 2017-18, and 2018-19 cohorts from 4 districts and 2 regions completed the DBI Sustainability Survey.



**Sample of Participant Comments**

Components Still Implemented:

- *"We have continued with DBI in a variety of ways. We have changed the structure of our pre-referral meetings to match the DBI pre-referral. We have continued to graph and document on one child in each classroom as a way to keep our skills up. Most recently, we have endeavored to change the way we write Measurable IEP goals. We are researching more appropriate ways to write IEP goals so they can be tracked more efficiently."*
- *"We are working as a team (with some new members) to look at and design the instruction and review schedule for a shared student within our special education staff."*

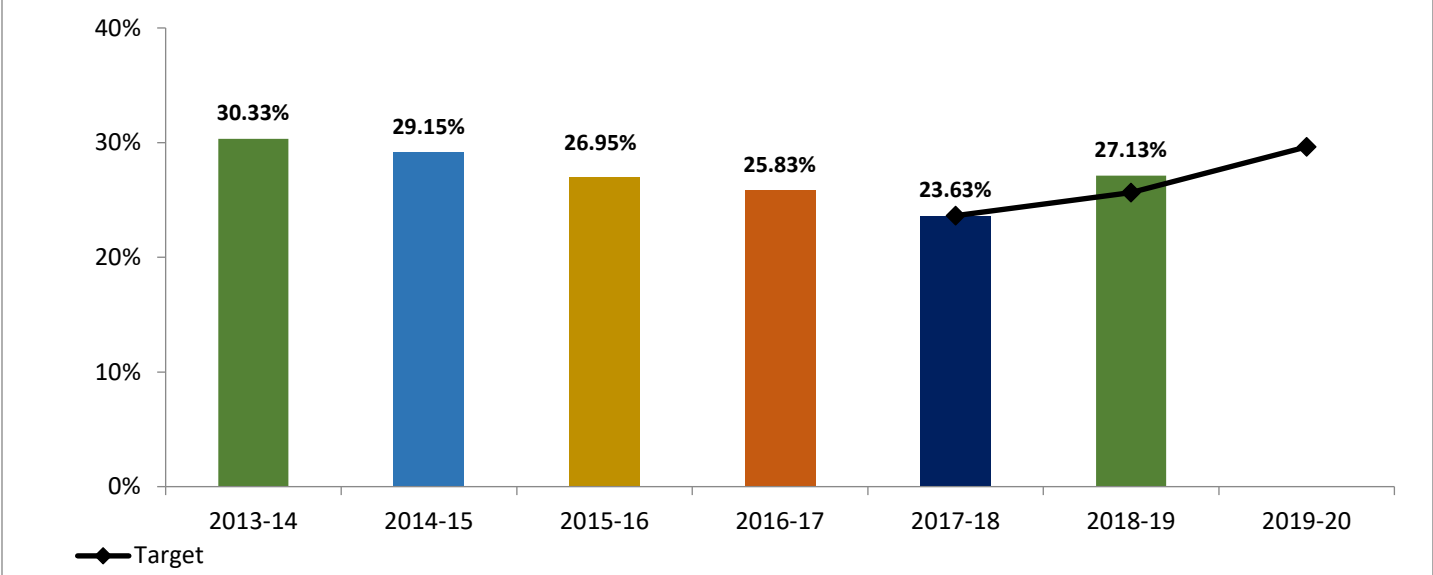
Positive Impact on Students:

- *"Every teacher has seen incredible gains for the children that they are targeting with DBI. The attention given to the problem seems to make teachers more aware and more able to try something new before the end of the school year."*
- *"Each teacher has continued to keep tracking data on students they are using DBI. Every student is currently showing positive gains in goal mastery."*

**Note: No spring 2020 state test data due to schools closed in spring 2020.**

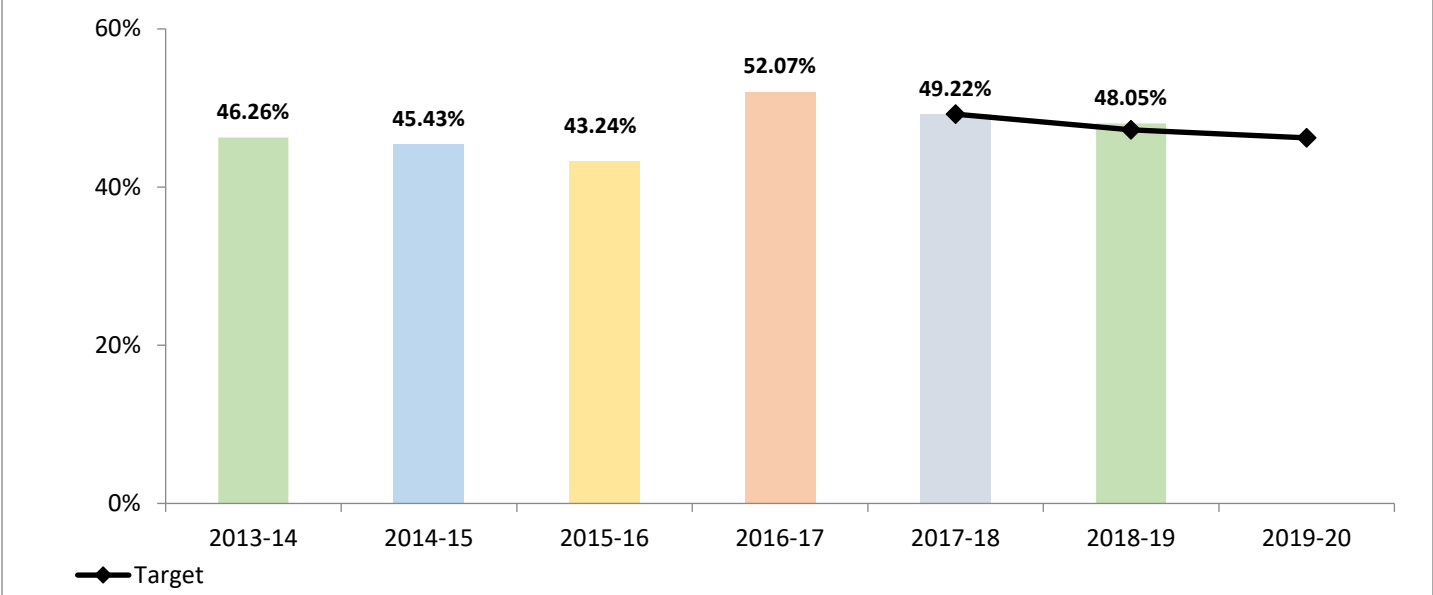
**M. State Test Proficiency – SIMR Goal 1**

The percentage of third grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017-18\* to 29.63% in 2019-20.



**N. State Test Proficiency – SIMR Goal 2**

The percentage of third grade students with disabilities will decrease their state test reading Below Basic ratings from 49.22% in 2017-18\* to 46.22% in 2019-20.



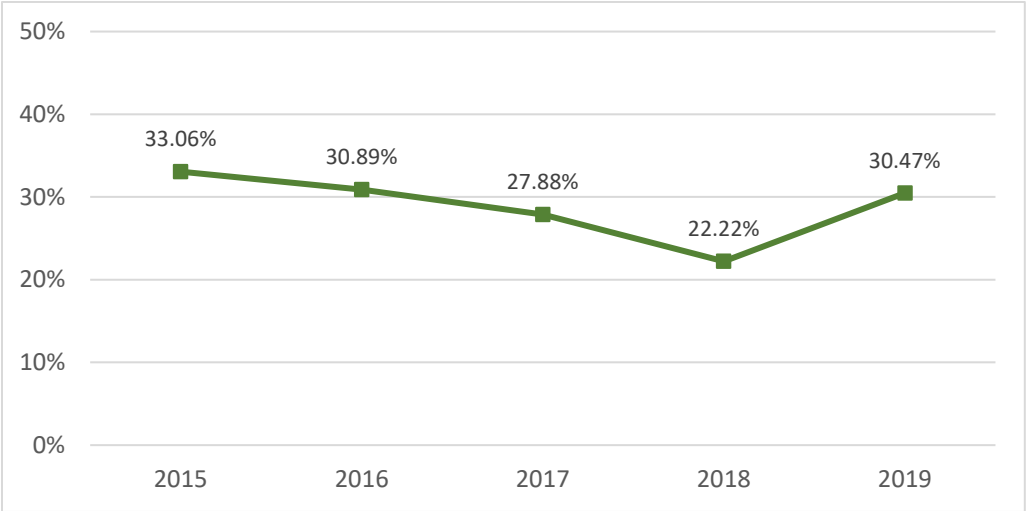
\*Note: Baseline year is 2017-18 -- when the WYTOPP was first administered

O. State Reading Test Data: DBI Schools Only

Grade 3 Students with Disabilities  
Results Over Time

Percent Scoring Proficient or Above

	# test-takers	SWD Proficient Rate
2015	135	33.06%
2016	136	30.89%
2017	120	27.88%
2018	133	22.22%
2019	146	30.47%



Percent Scoring Below Basic

	# test-takers	SWD Below Basic Rate
2015	135	43.80%
2016	136	39.84%
2017	120	45.19%
2018	133	53.85%
2019	146	40.63%

