

Appendix B

Wyoming Part B State Systemic Improvement Plan (SSIP)

Detailed Evaluation Questions

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*

A. Coherent Improvement Strategies.

The Wyoming Department of Education (WDE) will implement four strands of action in order to meet the SiMR.

1. Intensive Technical Assistance (TTA)

- The WDE will provide targeted TA to select districts on best practices in instruction through PLCs, module trainings, and other methods

2. Intensive Technical Assistance (ITA)

- The WDE will provide intensive TA to teachers of students in the resource room in select districts on Data-Based Individualization (DBI) through on-site and WebEx trainings

3. Universal Technical Assistance (UTA)

- The WDE will offer universal TA to all districts and to families surrounding parents on best practices through statewide initiatives and conferences

4. State Infrastructure/Capacity (SIC)

- The WDE will align all initiatives and provide training to state staff and regional coaches.

B. Evaluation Plan: Outputs and Short-Term and Medium-Term Outcomes

This section lists the evaluation questions for each of the four action strands. These evaluation questions are tied to the outputs and the short-term and medium-term outcomes.

Action Strand 1: Intensive Technical Assistance (ITA)

ITA Evaluation Activity 1: Provide intensive technical assistance to resource room teachers and others on Data-Based Individualization (DBI) to the targeted schools

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
1. Was the training provided?	Tracking system	# of trainings delivered	8	4	8	3	6
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees	4	13	20	23	15
3. Did participants state that their general knowledge increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their knowledge increased	100%	100%	100%	100%	100%
4. Did participants state that their skills increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their skills increased	89%	95%	100%	100%	100%
5. Did participants state that they will change what they do on the job as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	100%	100%	100%	100%	100%
6. Did participants' knowledge on the topics increase as a result of the training?	Post-Test	Average post-test score will be 70% or higher	78% average score	Not Administered	Not Administered	Not Administered	Not Administered
7. Are participants implementing the skills they learned?	DBI Log	70%+ of participants will implement these skills.	51% implementing intervention plan as intended; 88% implementing data plan as intended	82% implementing intervention plan as intended	83% implementing intervention plan as intended	86% implementing intervention plan as intended	82% implementing intervention plan as intended
8. Are participants implementing the skills with fidelity?	DBI Implementation Checklist	An overall fidelity score of 70% will be obtained	54% (pre-training); 67% (post-training)	49% (pre-training); 64% (post-training)	43% (pre-training); 61% (post-training)	58% (fall 2019 ratings); 62% (spring 2020)	61% (fall 2020 ratings); spring 2021 ratings available May 2021

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
9. Are students' IEP goals of high quality?	Self-Report (phone interviews)	70%+ of reviewed IEP goals will be of high quality	67% said "some," "quite a bit," or "a lot"	55% said "some," "quite a bit," or "a lot"	83% said "some," "quite a bit" or "a lot"	92% said "some," "quite a bit" or "a lot"	70% said "some," "quite a bit" or "a lot"
10. Was the training implemented with fidelity? Did it include essential elements of high quality professional development?	Observation Checklist for High Quality Professional Development	80%+ of the essential elements will be included in the training.	91% essential elements included	100% essential elements included	100% essential elements included	100% essential elements included	100% essential elements included
11. Did students' progress monitoring scores increase?	End-of-Year Survey	70%+ of students will have increased progress monitoring scores	92% of students improved	Not administered	88% of students improved	92% of students improved	Available in May 2021
12. Did students achieve their IEP goals?	End-of-Year Survey	50%+ of students will achieve their IEP goal	Not administered	Not administered	50% of students achieved their goals	29% of students achieved their goals	Available in May 2021
13. Are teachers sustaining the DBI process?	Sustainability Survey	80%+ of teachers are sustaining DBI practices after initial implementation	Not administered	Not administered	Not administered	100%	80%
14. Do teachers indicate that DBI is having a positive impact on student?	Sustainability Survey	80%+ of teachers indicate that DBI is having positive impact on students after initial implementation	Not administered	Not administered	Not administered	83%	100%

Action Strand 2: Targeted Technical Assistance (TTA)

TTA Evaluation Activity 1: Provide targeted technical assistance to select districts on best practices (through trainings and coaching).

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
1. Was the training provided?	Tracking system	# of trainings delivered	8	9	8	3	6
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees; individual who attended	50 (teachers, principals, special ed directors)	138 (teachers, principals, special ed directors)	77 (teachers, principals, special ed directors)	60 (teachers, principals, special ed directors)	30 (teachers, principals, special ed directors)
3. Did participants state that their general knowledge increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their knowledge increased	96%	100%	98%	99%	100%

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
4. Did participants state that their skills increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their skills increased	90%	97%	96%	99%	100%
5. Did participants state that they will change what they do on the job as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	87%	97%	97%	99%	100%
6. Did participants' knowledge on the topics increase as a result of the training?	Post-Test	100% of participants will score a 70% or higher on post-test after each training	78% average score	Not Administered	Not Administered	Not Administered	Not Administered

Action Strand 3: Universal Technical Assistance (UTA)

UTA Evaluation Activity 1: Provide universal technical assistance to teachers on best practices at the statewide conference (WAVE) and webinar series (WAVES)

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
1. Was the training provided?	Tracking system	# of trainings delivered at the conference	6	7	1	1	6
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees; individual who attended	79 (teachers, administrators, service providers)	61 (teachers, administrators, service providers)	7 (teachers, administrators, service providers)	100 (teachers, administrators, service providers)	178 (teachers, administrators, service providers)
3. Did participants state that the training was useful?	End-of-Training Questionnaire	70%+ of participants will state that the training was useful	100%	95%	86%	87%	92%
4. Did participants state that they will change what they do on the job as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	100%	89%	100%	69%	88%

Action Strand 3: Universal Technical Assistance (UTA)

UTA Evaluation Activity 2: Provide universal technical assistance to early childhood providers on best practices via the ECHO site.

Evaluation Questions	Data Collection Methods	Performance Indicator	2016-17 Results	2017-18 Results	2018-19 Results
1. Was the training provided?	Tracking system	# of trainings delivered on ECHO	8	16	11
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees; individual who attended	184 unique individuals	208 unique individuals	128 unique individuals
3. Did participants rate their knowledge high as a result of the training?	End-of-Training Questionnaire	70%+ of participants will rate themselves as “moderately,” “very,” or “extremely” knowledgeable after the training	98%	95%	97%
4. Did participants state that they believe they can successfully apply what they’ve learned from the trainings in their work? *	End-of-Training Questionnaire	70%+ of participants will rate themselves as “moderately,” “very,” or “extremely” skilled after the training	95%	92%	96%
5. Did participants state that they are planning to try something they’ve learned from the trainings in their work? *	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	70%	85%	94%

*Note 1: In 2017-18, question 4 was “Did participants rate their skills high as a result of the training?” and question 5 was “Did participants state that they will change what they do on the job as a result of the training?” These items changed in 2018-19 due to changes in the survey instrument.

Note 2: No trainings were offered after the 2018-19 school-year.

Action Strand 3: Universal Technical Assistance (UTA) - NEW!

UTA Evaluation Activity 3: Provide universal technical assistance to teachers on best practices through the statewide DBI Community of Practice (CoP)

Evaluation Questions	Data Collection Methods	Performance Indicator	2020-21 Results as of March 12, 2021
1. Was the training provided?	Tracking system	# of trainings delivered	6
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees	69
3. Did participants state that their general knowledge increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their knowledge increased	Available May 2021
4. Did participants state that their skills increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their skills increased	Available May 2021
5. Did participants state that they will change what they do on the job as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	Available May 2021
6. Are participants implementing the skills they learned?	DBI Log	70%+ of participants will implement these skills.	84% implementing intervention plan as intended
7. Are participants implementing the skills with fidelity?	DBI Implementation Checklist	An overall fidelity score of 70% will be obtained	68% (winter 2021 ratings)
8. Are students' IEP goals of high quality?	Self-Report (phone interviews)	70%+ of reviewed IEP goals will be of high quality	Available May 2021
9. Did students' progress monitoring scores increase?	End-of-Year Survey	70%+ of students will have increased progress monitoring scores	Available May 2021
10. Did students achieve their IEP goals?	End-of-Year Survey	50%+ of students will achieve their IEP goal	Available May 2021

Note: The DBI CoP started during the 2020-21 school year in an effort to scale up the project. Training was provided by NCII.

Action Strand 4: State Infrastructure/Capacity (SIC)

UTA Evaluation Activity 1: Provide DBI module training to districts on MTSS – aligned with SPDG and other initiatives

Evaluation Questions	Data Collection Methods	Performance Indicator	2018-19 Results	2019-20 Results	2020-21 Results as of March 12, 2021
1. Was the training provided?	Tracking system	# of trainings delivered	4	3	19
2. Who attended the training and did the targeted individuals attend the training?	Tracking system	# of attendees; individual who attended	78 (teachers, administrators, service providers)	80 (teachers, administrators, service providers, WDE staff)	19 (WDE staff)
3. Did participants state that their knowledge increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their knowledge increased	96%	Not available*	Not available*
4. Did participants state that their skills increased as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that their skills increased	93%	Not available*	Not available*
5. Did participants state that they will change what they do on the job as a result of the training?	End-of-Training Questionnaire	70%+ of participants will state that they will change something back on the job	98%	Not available*	Not available*

*Note: An evaluation with these questions was not distributed.

Training Information:

- **2018-19:** MTSS Session 1, On-Site MTSS Session 2, MTSS – Module 4 & 5 Tier I / Progress Monitoring, MTSS Training Module 6/7
- **2019-20:** STAR, DBI Coaches Training, and Laramie #1/WDE Data Review and Action Steps
- **2020-21:** WDE department meetings on MTSS (discussions to develop a department-wide state MTSS framework and build staff capacity in understanding what MTSS is, the benefits of MTSS, and how it is implemented at a state/district levels).

C. Evaluation Plan: Long-Term Outcomes

All four of the Action Strands will work together to impact the Long-Term Outcomes. This section lists the evaluation questions associated with the long-term outcomes.

The reading achievement scores will be assessed for all students placed in the resource room across the state (the SiMR). In addition, reading achievement scores will be disaggregated by the four pilot schools participating in the intensive targeted assistance – DBI project, schools participating in the targeted technical assistance, and the universal technical assistance – MTSS project, and universal technical assistance – Family Engagement Project. All four of the Action Strands will work together to impact the Long-Term Outcomes. This section lists the evaluation questions associated with the long-term outcomes.

The reading achievement scores will be assessed for all students placed in the resource room across the state (the SiMR). In addition, reading achievement scores will be disaggregated by the four pilot schools participating in the intensive targeted assistance – DBI project, schools participating in the targeted technical assistance, and the universal technical assistance – MTSS project, and universal technical assistance – Family Engagement Project.

Display 1: Data for the four pilot schools who received DBI training in 2016-17

Long-Term Outcomes – for the four pilot schools in the 2016-17 Cohort

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	0.00%	7.14%	0.00%	0.00%	10.00%	12.50%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	75.00%	85.71%	80.00%	83.33%	70.00%	62.50%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	33.33%	19.05%	17.24%	18.37%	28.57%	32.69%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	41.67%	66.67%	62.07%	57.14%	45.24%	46.15%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	56.21%	50.56%	51.72%	63.90%	67.66%	69.40%	72.64%	Available August 2021

Display 2: Data for the 11 schools who received DBI training in 2017-18 (2 of the 11 also received training in 2016-17)

Long-Term Outcomes – for the eleven schools in the 2017-18 Cohort

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students with disabilities in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	0.00%	11.54%	2.94%	5.00%	4.00%	6.25%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students with disabilities in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	78.26%	80.77%	79.41%	77.50%	72.00%	75.00%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	28.09%	27.46%	29.70%	17.82%	27.45%	30.58%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	47.19%	54.74%	46.53%	57.43%	45.10%	47.11%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	69.32%	67.96%	61.98%	64.89%	69.45%	69.41%	76.30%	Available August 2021

Display 3: Data for the 18 schools who received DBI training in 2018-19 (3 of the 18 also received training in 2017-18)

Long-Term Outcomes – for the eighteen schools in the 2018-19 Cohort

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students with disabilities in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	0.00%	0.00%	8.70%	4.35%	0.00%	0.00%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students with disabilities in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	68.75%	73.33%	60.87%	78.26%	88.46%	85.71%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	29.35%	33.06%	30.89%	27.88%	22.22%	30.47%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	40.22%	43.80%	39.84%	45.19%	53.85%	40.63%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	73.83%	79.10%	74.26%	73.11%	68.42%	79.33%	79.47%	Available August 2021

Display 4: Data for the 24 schools who received DBI training in 2019-20 (17 of the 24 also received training in 2018-19)

Long-Term Outcomes – for the twenty-four schools in the 2019-20 Cohort

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students with disabilities in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test		0.00%	4.35%	2.78%	0.00%	3.45%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students with disabilities in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test		81.25%	65.22%	83.33%	86.84%	75.86%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	29.36%	29.22%	27.46%	24.64%	21.29%	28.75%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	43.12%	51.30%	42.96%	52.17%	55.48%	41.25%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	77.80%	80.77%	80.38%	77.50%	76.75%	77.92%	79.04%	Available August 2021

Display 5: Data for the 23 schools who received DBI training in 2020-21 (21 of the 23 also received training in 2019-20)

Long-Term Outcomes – for the twenty-three schools in the 2020-21 Cohort

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students with disabilities in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	3.85%	0.00%	4.35%	2.50%	0.00%	3.03%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students with disabilities in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	80.77%	88.57%	69.57%	82.50%	84.62%	75.76%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	26.96%	28.57%	27.89%	23.81%	19.48%	26.90%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	48.69%	51.55%	42.86%	54.42%	57.14%	43.27%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	75.29%	79.27%	77.27%	76.20%	74.64%	75.28%	76.53%	Available August 2021

Display 6: Data for all schools in Wyoming

Long-Term Outcomes – for all schools in Wyoming

Evaluation Questions	Data Collection Methods	Performance Indicator	2013-14 Results	2014-15 Results	2015-16 Results	2016-17 Results	2017-18 Results	2018-19 Results	2019-20 Results	2020-21 Results
1. Did Grade 3 students with disabilities in resource room have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	4.41%	5.10%	5.00%	2.92%	10.39%	4.71%	Not administered due to schools being closed	Available August 2021
2. Did the percentage of Grade 3 students with disabilities in the resource room scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	79.32%	74.51%	73.33%	85.83%	71.43%	72.77%	Not administered due to schools being closed	Available August 2021
3. Did Grade 3 students with disabilities have increased reading achievement as measured by the PAWS/WYTOPP reading test?	PAWS/ WYTOPP	Percentage of students scoring proficient/advanced on the reading test	30.33%	29.15%	26.95%	25.83%	23.63%	27.13%	Not administered due to schools being closed	Available August 2021
4. Did the percentage of Grade 3 students with disabilities scoring Below Basic on the PAWS/WYTOPP reading test decrease?	PAWS/ WYTOPP	Percentage of students scoring below proficient on the reading test	46.26%	45.43%	43.24%	52.07%	49.22%	48.05%	Not administered due to schools being closed	Available August 2021
5. Did the percentage of students in grades K-3 placed in the general education environment increase?	Child Count	Percentage of students placed in general education environment 80% or more of time	77.82%	78.89%	79.38%	80.19%	81.90%	82.70%	82.96%	Available August 2021

508 Compliance Screenshot:

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Detailed Evaluation Questions

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*

A. Coherent Improvement Strategies.

The Wyoming Department of Education (WDE) will implement four strands of action in order to meet the SiMR.

- 1. Intensive Technical Assistance (TTA)**
 - The WDE will provide targeted TA to select districts on best practices in instruction through PLCs, module trainings, and other methods
- 2. Intensive Technical Assistance (ITA)**
 - The WDE will provide intensive TA to teachers of students in the resource room in select districts on Data-Based Individualization (DBI) through on-site and WebEx trainings
- 3. Universal Technical Assistance (UTA)**
 - The WDE will offer universal TA to all districts and to families surrounding parents on best practices through statewide initiatives and conferences
- 4. State Infrastructure/Capacity (SIC)**
 - The WDE will align all initiatives and provide training to state staff and regional coaches.

At the bottom of the page, there is a footer: "Appendix B -- WY Part B SSIP Detailed Evaluation Questions -- March 12, 2021" on the left and "Appx B-1" on the right.

Overlaid on the right side of the document is an "Accessibility" panel. It has a title bar with a close button (X) and a dropdown arrow. The main content of the panel is "Inspection Results" which shows a green checkmark and the text: "No accessibility issues found. People with disabilities should not have difficulty reading this document." Below this is a checkbox labeled "Keep accessibility checker running while I work" which is currently unchecked. At the bottom of the panel is a section titled "Additional Information" with a dropdown arrow and a link: "[Read more about making documents accessible](#)".