

WYOMING DEPARTMENT OF EDUCATION
Division of Special Education Programs

PART B STATE PERFORMANCE PLAN

INDICATOR 17

STATE SYSTEMIC IMPROVEMENT PLAN

A. Summary of Phase III

See the Theory of Action (**Appendix A**) for reference throughout the document. This Theory of Action was updated in 2016-2017 to reflect changes in the action strands and strategies identified and used to achieve the State Identified Measurable Result (SiMR) goal. These changes were made due to staffing changes and changes in expertise/philosophy. Initially, the impact of State Systemic Improvement Plan (SSIP) activities was measured by an increase in the percentage of third-grade students with disabilities who spend 40-79% of their day inside the regular education environment (who, by definition, are coded as a “resource room” student) who scored proficient or advanced on the statewide reading assessment. For the 2018-2019, year a change to the state’s SiMR was requested and approved. At this time, the SSIP began measuring the newly approved SiMR which focused on grade 3 students with disabilities regardless of placement who may be struggling. The Wyoming Advisory Panel for Students with Disabilities (WAPSD) had recommended making a change to the state’s SiMR due to the small N-size of targeted students and the subsequent barriers caused by the small target group. The previously established SiMR also limited the Division’s ability to support a meaningful number of students with the state’s specific evidence-based practice, data-based individualization (DBI), and limited the scope of the professional development (PD) opportunities available to teachers throughout the state. The implementation of a new state test in 2017-18 also justified the timeliness of the SiMR change given that the baseline and targets for the SiMR would have to be recalculated. In addition, recent data indicating that the old SiMR goal was met confirmed for stakeholders that expanding the SiMR to additional population groups was justified.

During this reporting period, the Wyoming Department of Education (WDE) continued to scale up implementation of the evidence-based practice DBI. DBI is a systemic method for using data to determine when and how to provide more intensive intervention to students. Teachers use progress monitoring data to evaluate a student’s response to interventions and then use that information to determine if moving to the next component is needed. With DBI training, teachers provide individual differentiated instruction to students who fit the revised Wyoming SiMR population as well as those who may be at-risk for reading difficulties once they reach the third grade. The implementation of DBI, along with the state’s coherent improvement strategies (Intensive Technical Assistance, Universal Technical Assistance, and continued development of state infrastructure/capacity), will result in progress toward the SiMR goal.

To achieve the SiMR through DBI implementation, WDE began implementing training in 2016-2017 to a select number of teachers. In 2017-2018, WDE expanded its training to more teachers across the state and established state and district-level coaches (WY DBI Coaching Project) to increase the Department’s capacity and infrastructure to support implementing teachers. In 2018-19, WDE continued training and maintained the coaching project. However, based on feedback collected from participating teachers and stakeholders coupled with a project review and data analysis during the state SSIP planning meeting, the WYSSIP internal team determined that the focus of the training and coaching project should be refined. In previous implementation years, training and coaching were provided to interested teachers who were invited to trainings via a state-wide open call. The WYSSIP internal team recognized that this method of recruitment and training was not effective in building a comprehensive sustainable model.

For 2018-19, the WYSSIP team determined that a targeted approach to implementation would garner greater success towards the long-term sustainability of the project and progress in achieving the state’s SiMR goal. The WYSSIP internal team, in collaboration with stakeholders, assisted targeted districts in

building internal capacity through external coaching and assistance to establish internal coaching cadres. During the 2019-20 school year, the WYSSIP internal team further refined the implementation model in an effort to assist districts in achieving sustainability with the project. The refined implementation model is instituted over a period of three years. The supports offered to each district are varied and designed to be flexible and sensitive to the unique needs of each target district. During this reporting year the WDE supported scale up through:

- Increased implementation to entire district
- Building capacity of local district DBI coaches to provide coaching
- Training additional district and WDE coaches
- Increased capacity of state trainers to provide trainings
- Scaled training to general education teachers in select schools

As part of the DBI project expansion, the WDE continued to support Laramie County School District #1, the 2018-19 target district, in the targeted implementation of DBI. Year 2 supports focus on framework refreshers for existing and new staff. During the 2019-20 school-year, a teaming and data-based decision-making process to support the DBI project was introduced through training. The second year supports also involved the targeted district's internal coaches taking a greater role in coaching responsibilities. The WDE internal coaching cadre supports the district coaches through monthly coaching PLCs by providing targeted technical assistance in implementation and coaching strategies. Second year training supports also provided broad PD based on the needs of district staff as it relates to the focus of the DBI project. In the case of Laramie County School District #1, their PD needs centered on receiving professional development around delivering explicit literacy instruction. The DBI coaching project consists of administrators, school psychologists, and special education teachers taking part in training modules developed by the American Institute of Research (AIR), which assists in the continued implementation of DBI. Participating teachers work with special education teachers from their district who were designated and trained as DBI coaches. Participating teachers continue to take part in bi-weekly meetings with their assigned coaches and the designated district coaches periodically meet with the WDE internal coaching cadre. For the 2019-20 reporting period, 60 individuals (including teachers, principals, and special education directors) participated in WDE sponsored trainings. There are currently 38 teachers actively implementing DBI.

In addition to the main DBI coaching project, based on previous stakeholder feedback, the WDE expanded to an additional Child Development Center (CDC) bringing the total number of CDCs involved in the project to three. In the 2018-2019 school year, the WYSSIP team was able to demonstrate positive impact and applicability of DBI with preschool aged children. CDC implementation will follow a similar staged implementation plan in use by the targeted districts. The CDCs will receive training through the AIR modules with follow-up coaching support from the WDE's internal coaching cadre.

During the 2017-2018 school year, the WDE made progress in building infrastructure to support initial and ongoing implementation of DBI. WDE placed AIR-developed training modules on the Wyoming Instructional Network or "Project WIN" website (<http://wyominginstructionalnetwork.com>). Project WIN functions as an organizational hub for DBI and Multi-Tiered Systems of Support (MTSS) efforts within the state. These DBI modules are being offered to all Wyoming special education and general education teachers, not just to those teachers involved in the DBI coaching project. In addition to making the training modules available on Project WIN, the WDE also began work on adapting the modules for inclusion on the state-wide Learning Management System (LMS) as a virtual course.

Through these efforts the WDE is continuing its work with the University of Wyoming (UW) and the Professional Teachers Standards Board (PTSB) to design a framework for micro-credentialing through on-line course modules. This is being done as a way to provide PD to pre-service teachers and a framework refresher to existing teachers in a bid to support state-wide sustainability of the project.

Furthermore, WDE has included both MTSS and the SiMR into Wyoming's approved Every Student Succeeds Act (ESSA) plan to achieve the identified focus area of increasing third grade reading proficiency, assuring current infrastructure accomplishments can continue to be utilized. Beginning in 2019-20, DBI was included in the State's Strategic 4-year Plan. The SSIP state team has also collaborated with other interagency divisions to establish communication tools that can be used by stakeholders to provide a unified and accurate front of information across the state.

The success of the DBI initiative within the target district has been so successful that many building administrators have taken note. Over half of the elementary schools within the target district have individually contacted the WDE to provide trainings in DBI for their general education teachers as an integral component of their Building Intervention Team (BIT) processes.

B. Progress in Implementing the SSIP

See the action strand activities document (*Appendix C*) for a list of activities that have been and will be conducted for the SSIP.

1. Description of the State's SSIP implementation progress.

Key items accomplished during the 2020-21 school year include:

- Trained 1 additional DBI coach as part of WDE's internal coaching cadre
- Further refined, in collaboration with the target district, the state's implementation model
- Expanded students served by DBI through the 8th grade
- Selected, trained, and coached 1 additional internal district coach in the target district
- Developed and field tested 6 DBI modules for addition to the state LMS system
 - Trained an additional 15 teachers through the LMS modules
- Aligned DBI with the state's General Supervision Process.
- Designated 1 additional preschool CDC as an implementation site
- In collaboration with the National Center on Intensive Intervention (NCII), launched a statewide DBI Community of Practice (CoP) with 79 participants
- Fielded 11 statewide coaches from the target district and previous coaching participants to support the CoP
- Scheduled 4 trainings and monthly PLCs with the target district and CDC staff
- Aligned DBI efforts for inclusion as the tier III process for the new statewide WYMTSS center
- Continued collaboration with UW and PTSB to provide PD to in-service teachers and incorporate DBI into pre-service teacher curriculum

The WYSSIP team had worked collaboratively with the targeted district leadership and CDC administrators to refine its staged implementation process. Two additional districts were identified to begin the DBI training process for the 2020-21 school year. However, due to the uncertainty around COVID-19 closures both identified districts asked to postpone their involvement in the process. Despite

this setback in scale-up, WDE continued to provide teaming process trainings to interested buildings within the target district to support Building Intervention Teams (BIT). These trainings continued until October 2020 when the target district asked us to stop in-person trainings due to COVID-19 concerns.

By April 2020 the WYSSIP team began work to overcome barriers to implementation presented by the COVID-19 closures. The WYSSIP team expedited the development of LMS modules, which were completed by July 2020 and available to the target district for field testing in September 2020. The DBI LMS course contains 6 modules supporting the core components of DBI:

1. Overview of the DBI Process
2. Selecting and Evaluating Tier II Interventions
3. Intensifying Valid Tier II Intervention
4. Selecting a Valid Progress Monitoring Tool
5. Progress Monitoring and Instructional Goal Setting
6. Academic and Behavioral Illustration of Application

These modules are designed to be used by staff and educators for initial professional development and as a refresher for educators who are currently implementing. Modules are designed to be short in duration and are developed using adult learning principles (Teaching Excellence in Adult Literacy, 2011). Each module includes a participant workbook complete with engagement activities, implementation resources or tools, glossary of terms, handouts, and list of additional resources. To increase accountability to learning the content, each module ends with the learning quiz. By March 2021, 29 educators accessed the LMS course and of those, 15 educators had completed all 6 modules.

In April 2020, in collaboration with the Division of Special Education General Supervision team, the state identified a CDC in need of DBI supports. The training with the identified CDC followed the same staggered training model as developed and delivered to the targeted district and previous CDCs, except that their entire staff was trained at the same time due to their smaller numbers. The trainings were also adapted to be more applicable for their student population and the CDC received additional training on teaming and IEP development. The same supports were provided to all participating teachers and consist of the following activities: the initial training session, web-based professional development, and bi-weekly meetings with DBI project coaches.

In November 2020, WDE entered into a relationship with the National Center on Intensive Intervention (NCII) to provide technical assistance to build capacity for implementation of DBI at the local level through conducting a state-wide Community of Practice (CoP) with selected teachers. The intended goal of the CoP is to increase capacity of local educators and implementation of the DBI process for participants and to build a cadre of local coaches to support local implementation of DBI. The CoP would run 12 weeks and include 6, 1-hour virtual sessions, meeting bi-weekly. By drawing on implementers from previous cohorts, WDE was able to field 11 dedicated coaches to support practitioners. Coaches would be supported through weekly coaching calls to troubleshoot barriers and celebrate successes. Each of the sessions would focus on the core components of DBI:

1. Building a Student Intensive Intervention Plan
2. Taxonomy of Intervention Intensity
3. Fidelity of Intervention Delivery
4. Fidelity to DBI and Assessment
5. Progress Monitoring Plan
6. Progress Monitoring Data analysis

Based on lessons learned during previous cohorts, the CoP would be domain agnostic. This means that coaches can support practitioners in academics and/or behavior. Additionally, the grade of students' served would be expanded through the 8th grade. In order to build awareness and support, the CoP was solicited to administrators statewide through two virtual information sessions. The final 79 participants selected was a mixture of special education and general education educators, school psychologists, and district and building level administrators. The level of interested demonstrated the need for a continued investment in a statewide Community of Practice and the future development of an administrator level CoP. The CoP officially began in January 2021, and will end with final data collection in April 2021.

In January 2021, WDE contracted with American Institutes for Research (AIR) to develop and deploy a state Multi-Tiered System of Support (MTSS) center to support implementing districts throughout the state. As part of the proposed center, the Division of Special Education Programs is working to align their DBI initiative for inclusion as the tier III process of the state's MTSS framework. This center will similarly follow the DBI implementation model by offering multi-part trainings to selected districts that will be supported through state, regional, and local coaches. The center will begin offering training to interested districts in April 2021. In March 2021, WDE submitted a proposal for the State Personnel Development Grant (SPDG). If awarded, the Division of Special Education Programs intends to leverage these funds to assist in providing training and fielding coaches to support improved student level outcomes.

In May 2021, the year's DBI coaching project will come to completion with a debriefing meeting for the DBI coaches and participating teachers. The meeting will focus on assessing the strengths and weaknesses of the DBI process. Coaches and participating teachers will work collaboratively to refine the process and improve existing documentation used for the implementation of DBI. The WYSSIP team will then meet to begin planning for the next generation of DBI implementation for the 2021-22 school year and beyond. The discussion will primarily focus on continuous improvement of the process, the identification of a sustainable coaching cohort, the expansion of the implementation model to districts state-wide, and any additional considerations provided through the debriefing meeting.

2. Stakeholder involvement in SSIP Implementation

The WDE SSIP team has had the opportunity to reach out to a variety of interested parties during regular stakeholder group meetings. These groups have provided feedback most notably in developing the theory of action, which was revised in 2016-17, and the requested SIMR change. The following groups have supported the SSIP team through stakeholder feedback:

- Wyoming Association of Special Education Administrators (WASEA)
- Wyoming Advisory Panel for Students with Disabilities (WAPSD)
- Wyoming Early Intervention Council (WYEIC)
- Wyoming Parent Information Center (PIC)
- Wyoming Department of Education- Division updates
- Project WIN
- State MTSS Center
- University of Wyoming (UW)

WAPSD has been particularly vocal in providing feedback for the future of DBI implementation. The council was clear that they would like to see the DBI implementation project expanded to include additional districts as well as the regional CDCs that provide IDEA Section 619 services. As a result, the SSIP interagency team established two CDC demonstration sites for the 2018-19 school year, and has further identified an additional CDC during the 2019-20 school year. During the 2020-21 school year, an additional CDC was identified to participate in training and receive coaching supports to implement the DBI process.

The Project WIN/ Wyoming Instructional Network website (<http://wyominginstructionalnetwork.com>) provides updates and resources unique to DBI and MTSS. The website functions as the central organizational hub for both the DBI modules as well as the pilot teacher PLC. Through this site, the SSIP team schedules training sessions and disseminates information on DBI and MTSS. Through the private “WINWEB” site (<https://winweb.ddehome.com>), the SSIP team can track training sessions, upload attendees, and collect evaluation data on the trainings. It also documents all technical assistance (TA) and PD provided by the Division of Special Education Programs. In addition to the primary communication outlet for stakeholders, the private side of Project WIN operates as the vehicle for preparing and collecting the evaluation materials used to collect data for both the SSIP DBI implementation project and the initiatives that were funded under the SPDG.

To ensure stakeholder engagement in SSIP implementation, current DBI coaches, participating teachers in the coaching project, and identified Local Education Agencies (LEAs) have had the opportunity to participate in the SSIP team’s decision-making process through onsite meetings, phone conversations, and webinars designed to provide guidance, address concerns or questions, and aid in identifying potential implementation barriers. As a result of these meetings, LEAs and the SSIP team were able to recruit the most appropriate pilot schools and participating teachers.

1. The Wyoming SSIP Team will hold meetings with targeted districts and CDCs three times a year.
2. Coaches will use email, phone, and webinars to frequently communicate with targeted districts and CDCs in-between meetings. An “open door” policy will be followed.
3. The Wyoming SSIP Team will provide annual updates to WAPSD on the SSIP evaluation and seek input from the advisory panel members.
4. During the monthly director phone call, local special education directors will be informed of the SSIP evaluation, on an annual basis, and be given a chance to provide input.

C. Data on Implementation and Outcomes

1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

Since the SIMR focus changed from third grade students with disabilities placed in the resource room to third grade students with disabilities (regardless of placement), the Wyoming SSIP Team created an updated Theory of Action in 2018-19 (see **Appendix A**). The Theory of Action provides an overview of how each of the four coherent improvement strategies will lead to various short-, medium-, and long-term outcomes. The Wyoming SSIP Evaluation Plan 2020-21 and the Wyoming SSIP Detailed Evaluation Questions 2020-21 (see **Appendix B**) provide details on the data sources for the key measures used to assess the implementation and outcomes of each coherent improvement strategy. The evaluation measures in the Wyoming SSIP Evaluation Plan 2020-21 align with the Theory of Action. These

documents are also for the Wyoming SSIP Team and the DBI schools to use as a reference as to when, where, and how evaluations are to be completed. Although the SIMR and Theory of Action changed, there was no need to make any changes to the evaluation plan. The SIMR expanded the focus to all grade 3 students with disabilities, but the evaluation activities remained the same.

The first three Strands of Action (improvement strategies) have to do with providing various levels of TA. For each of these three coherent improvement strategies, a standard set of evaluation questions are to be answered. These questions are grouped into “Input,” “Output,” and “Outcomes” questions. They take the form of the following:

A. Input Questions

1. Were the inputs used sufficiently?
2. What amounts of resources were used?

B. Output Questions

1. Did each of the specified activities occur?
2. Who participated in the specified activities?
3. Did the targeted people participate in the activities?
4. Were the training activities delivered with fidelity?
5. Were participants satisfied with the activities?

C. Outcome Questions

Short-Term

1. Did the participants acquire new knowledge, skills, and attitudes?

Medium-Term

2. Did the participants implement new skills?
3. Did the participants implement new skills with fidelity?

Long-Term

4. Did students increase their reading achievement?
5. Are students with disabilities being placed in the regular environment at a greater rate than before?

The general evaluation measures which go across these three strands of action are:

1. Activity tracking. A website (Project WIN) tracks each SSIP-related training that is conducted by the WDE.
2. End-of-Training Evaluations. The Project WIN website has a training evaluation component. Training participants are given a unique URL for each training and complete the evaluation online. The system produces evaluation reports in real-time.
3. Participant Tracking. Project WIN has a participant tracking component. This allows the WDE to know who participated in each training.

In addition, the Intensive TA Action Strand and the Targeted Intensive Strand employ these types of evaluation measures:

4. A “post-test” administered after each DBI module to determine if participants’ knowledge of the topic discussed in the module. *(Note: This was administered in 2016-17, but not in 2017-18 through 2020-21.)*
5. Forms that measure whether participants are implementing new skills.
6. Fidelity of Implementation Tools. These tools are used by an external observer or are self-report to measure implementation of new skills.

7. DBI Logs (for Intensive TA action strand only). These logs measure very detailed information regarding the interventions the teachers are administering to the targeted students and the students' progress. These forms are completed weekly.
8. Phone Interviews. These interviews are to get qualitative and detailed information regarding what worked well and what didn't regarding coaching and the design of the program for the next year.
9. DBI End-of-Year Survey. This tool is to determine the effectiveness of DBI.
10. Sustainability Survey. This tool is to determine the suitability of DBI based on responses from previous participants.

These measures allow the Wyoming SSIP Team to assess progress toward achievement of the intended improvements. The Project WIN site allows for the tracking of the trainings and the training evaluations in real-time. The DBI Implementation Checklist allows for a reliable and useful check on the implementation and success of the DBI process. The DBI Logs are analyzed multiple times a year in an effort to provide timely and useful checks on the implementation fidelity.

The coherent improvement strategies were implemented in four pilot schools in 2016-17, an additional nine schools in 2017-18, an additional 16 schools and 2 preschools in 2018-19, an additional 6 schools in 2019-20, and one additional school in 2020-21. These schools are from 9 of the 48 districts in the state. The two largest districts in the state are represented in these nine. These nine districts represent the western, eastern, and central part of the state. These nine districts represent 47% of all students with disabilities in the state. Furthermore, they represent 47% of all grade K-3 students with disabilities.

The following data show the baseline data which was collected in 2013-14 and what has happened since then. Note that the DBI-related improvement activities started in 2016-17. Thus, these results represent the third full year (2019-20) of DBI implementation. Prior to implementing DBI, the WDE provided each district in the state with SiMR-related data. Specifically, starting with 2013-14 data and ending in 2017-18, each district has been given detailed information on the reading performance of K-3 students in the resource room and K-3 students in the general education environment on the MAP reading test and for grade 3 students on the PAWS reading test. Districts were also provided with a guided activity which consisted of guiding questions to help districts understand the data in these reports and develop action items based on their review of the data. The MAP test was discontinued in 2018-19 so this activity was no longer conducted.

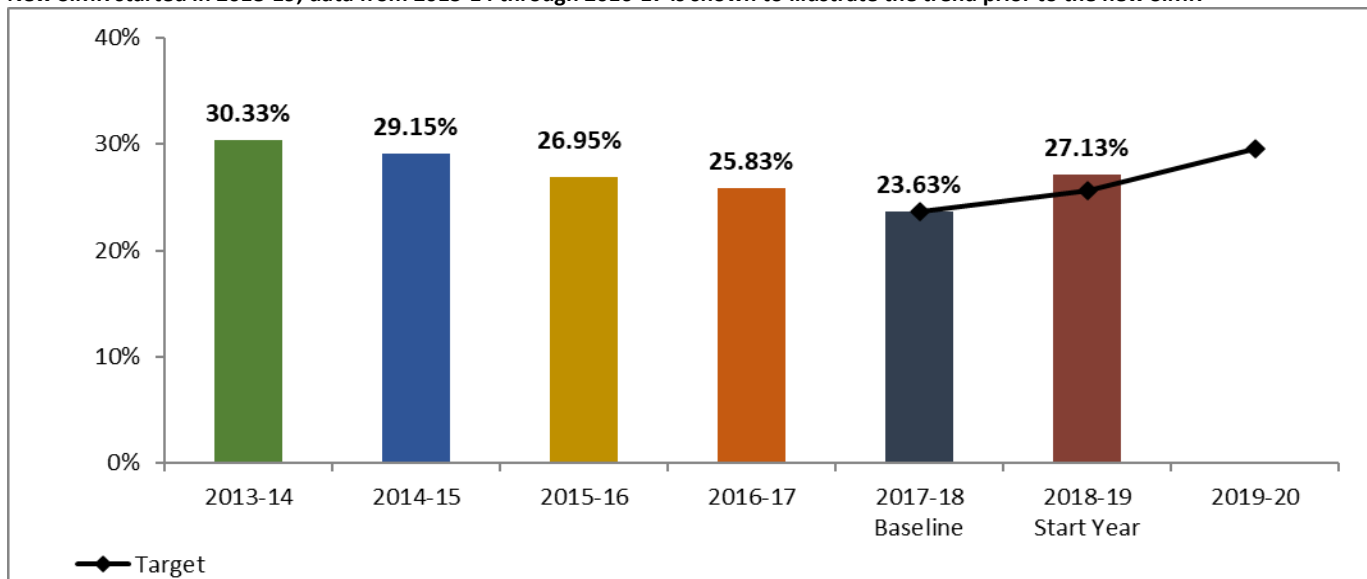
Display 1 shows the 2018-19 results based on the new SiMR goal of improving the reading proficiency rates of all grade 3 students with disabilities (2019-20 results are not available due to schools being closed in spring 2020). Note that the focus of the Wyoming SSIP between 2013-14 and 2017-18 was **not** on all grade 3 students with disabilities, so we wouldn't necessarily expect to see a trend of increasing reading proficiency scores for all grade 3 students with disabilities. And in fact, the trend that we see in Display 1 shows a steady decrease in reading proficiency rates from 2013-14 to 2017-18. In 2018-19, the reading proficiency rates increased.

Display 2 shows the percentage of grade 3 students with disabilities scoring Below Basic over time. This percent has been between 43-52% over the past six years. The percent has decreased over the last two years (2.85 percentage point decrease from 2016-17 to 2017-18 and 1.17 percentage point decrease from 2017-18 to 2018-19).

Display 1: All Schools Proficiency Rate

SIMR Goal 1: Grade 3 students with disabilities will increase their reading proficiency from 23.63% in 2017-18* to 29.63% in 2019-20.

New SiMR started in 2018-19; data from 2013-14 through 2016-17 is shown to illustrate the trend prior to the new SiMR



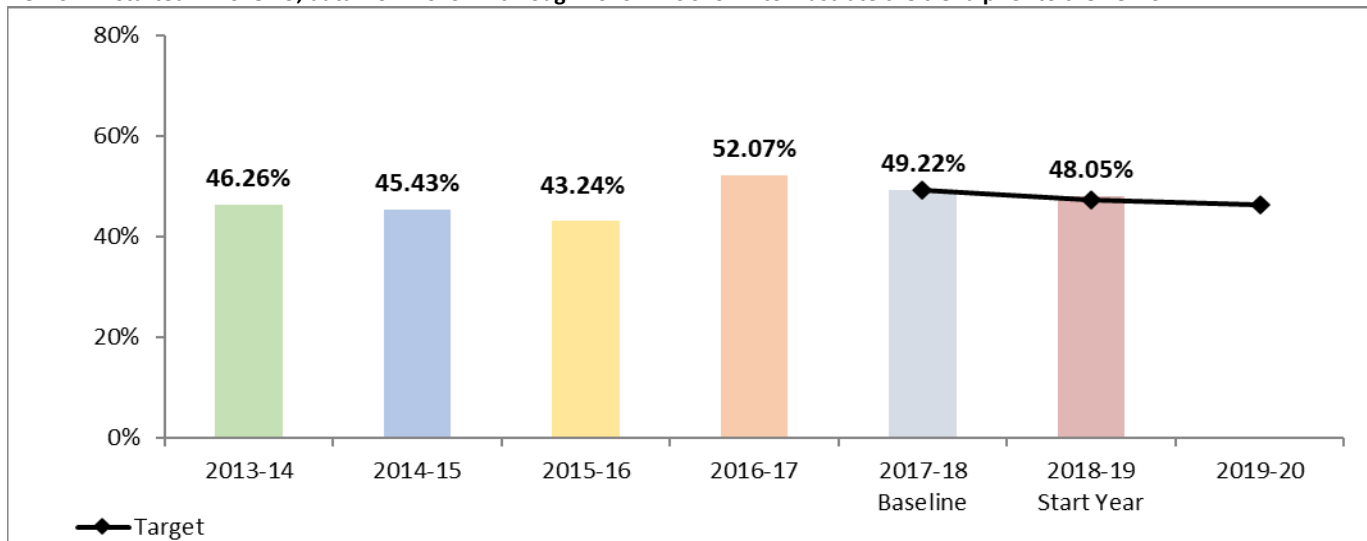
*Note 1: Baseline year is 2017-18 -- when the WYTOPP was first administered and the year immediately prior to the implementation of the new SiMR.

**Note 2: No spring 2020 state test data due to schools closed in spring 2020.

Display 2: All Schools Below Basic Rate

SIMR Goal 2: Grade 3 students with disabilities will decrease their reading "Below Basic" ratings from 49.22% in 2017-18* to 46.22% in 2019-20.

New SiMR started in 2018-19; data from 2013-14 through 2016-17 is shown to illustrate the trend prior to the new SiMR



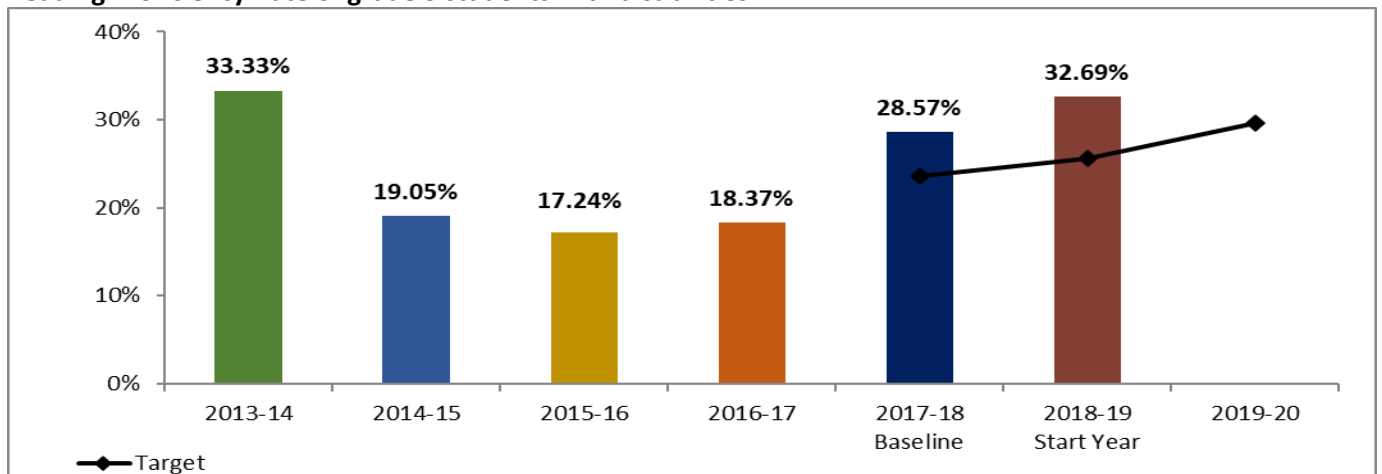
*Note 1: Baseline year is 2017-18 -- when the WYTOPP was first administered and the year immediately prior to the implementation of the new SiMR.

**Note 2: No spring 2020 state test data due to schools closed in spring 2020.

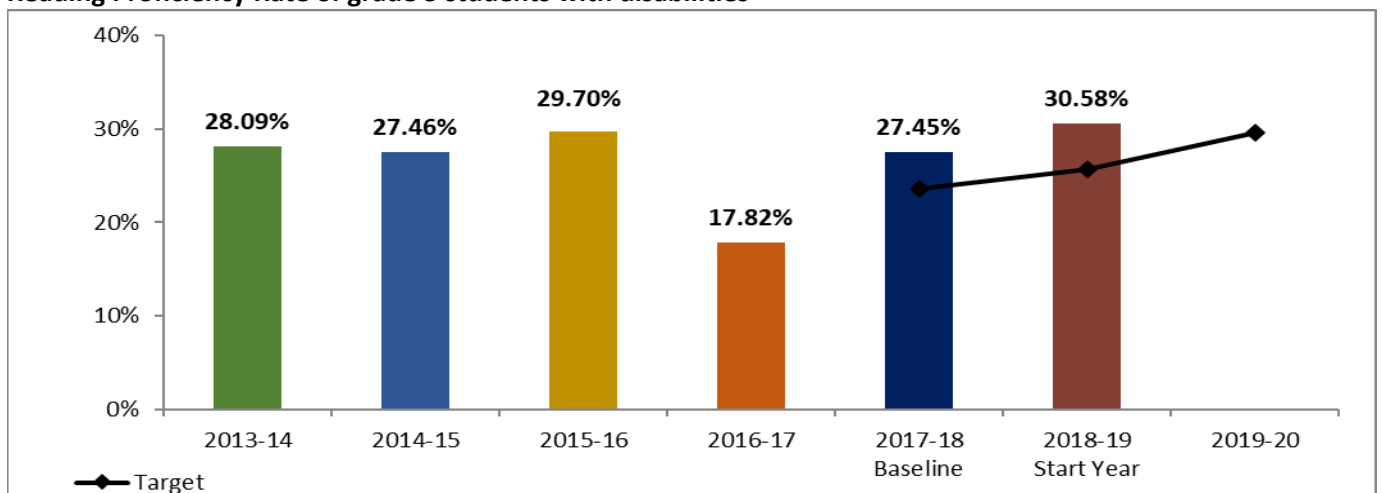
Displays 3-7 show the reading proficiency rates of *all grade 3 students with disabilities* for the four cohorts of schools. These results indicate that:

- For the four schools in 2016-17 cohort: Their reading proficiency rate for grade 3 students with disabilities increased from 2017-18 (29%) to 2018-19 (33%).
- For the 11 schools in 2017-18 cohort: Their reading proficiency rate for grade 3 students with disabilities increased from 2017-18 (27%) to 2018-19 (31%).
- For the 18 schools in 2018-19 cohort: Their reading proficiency rate for grade 3 students with disabilities increased from 2017-18 (22%) to 2018-19 (30%).
- For the 24 schools in the 2019-20 cohort: Their reading proficiency rate for grade 3 students with disabilities increased from 2017-18 (21%) to 2018-19 (29%).
- For the 23 schools in the 2020-21 cohort: Their reading proficiency rate for grade 3 students with disabilities increased from 2017-18 (75%) to 2018-19 (77%).

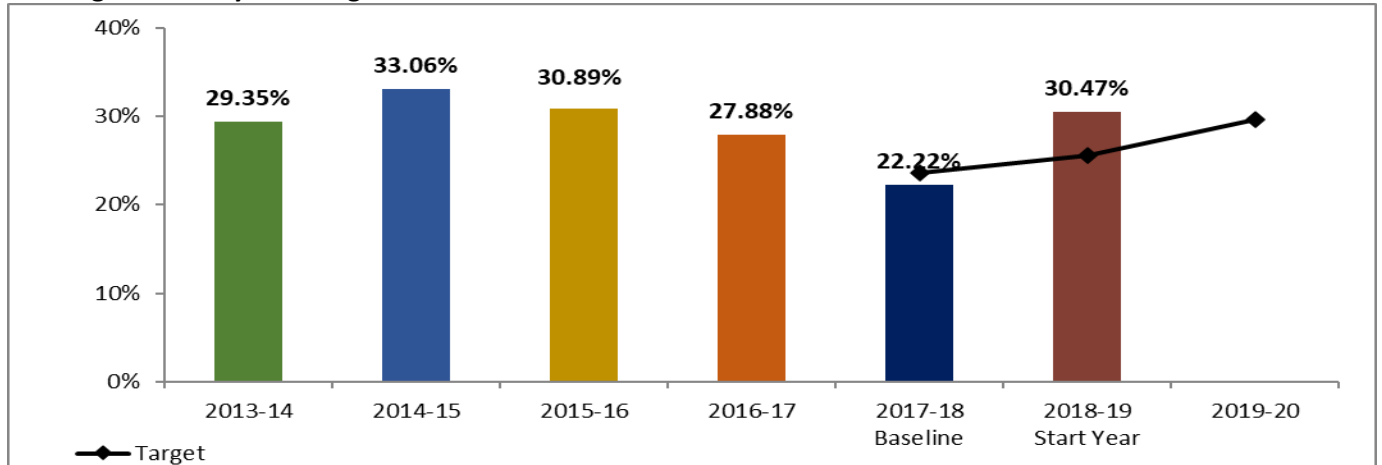
Display 3: Four Pilot Schools in the 2016-17 Cohort
Reading Proficiency Rate of grade 3 students with disabilities



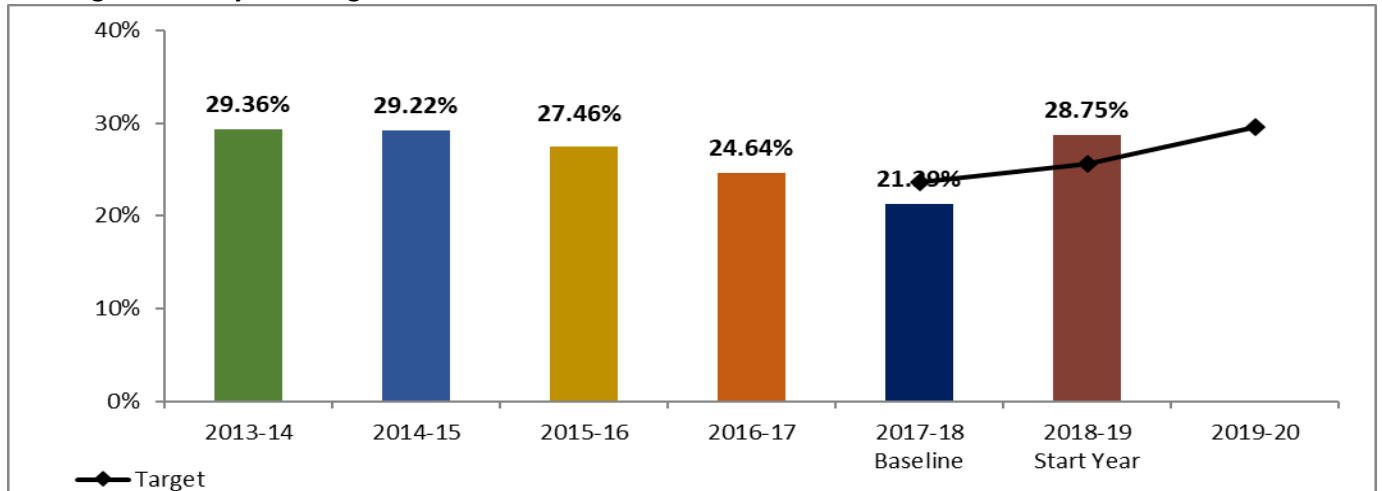
Display 4: Eleven Schools in the 2017-18 Cohort
Reading Proficiency Rate of grade 3 students with disabilities



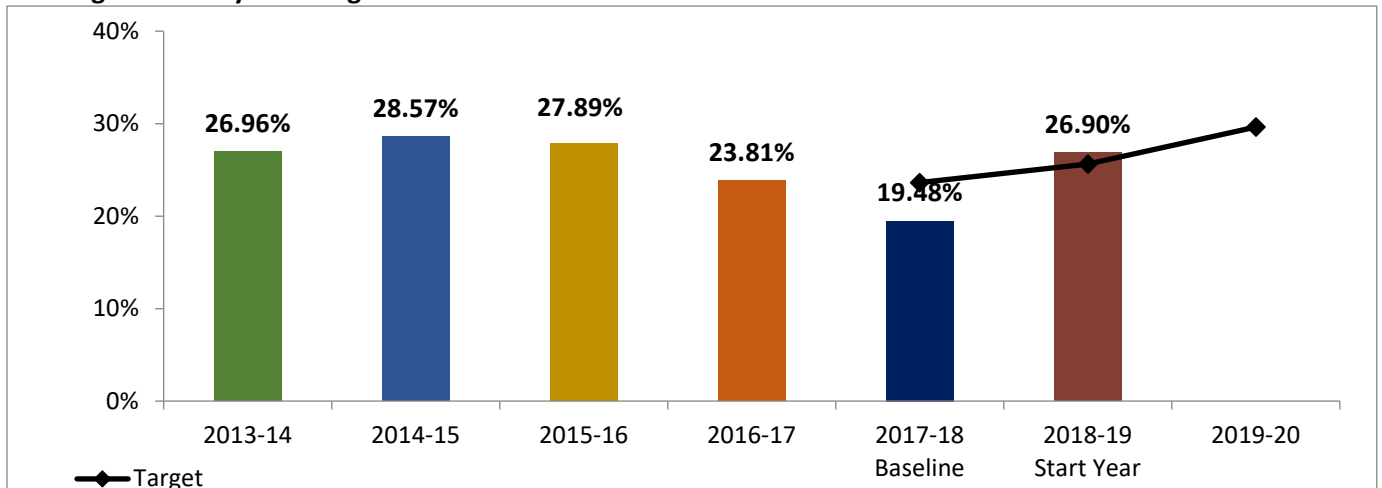
Display 5: Eighteen Schools in the 2018-19 Cohort
Reading Proficiency Rate of grade 3 students with disabilities



Display 6: Twenty-Four Schools in the 2019-20 Cohort
Reading Proficiency Rate of grade 3 students with disabilities



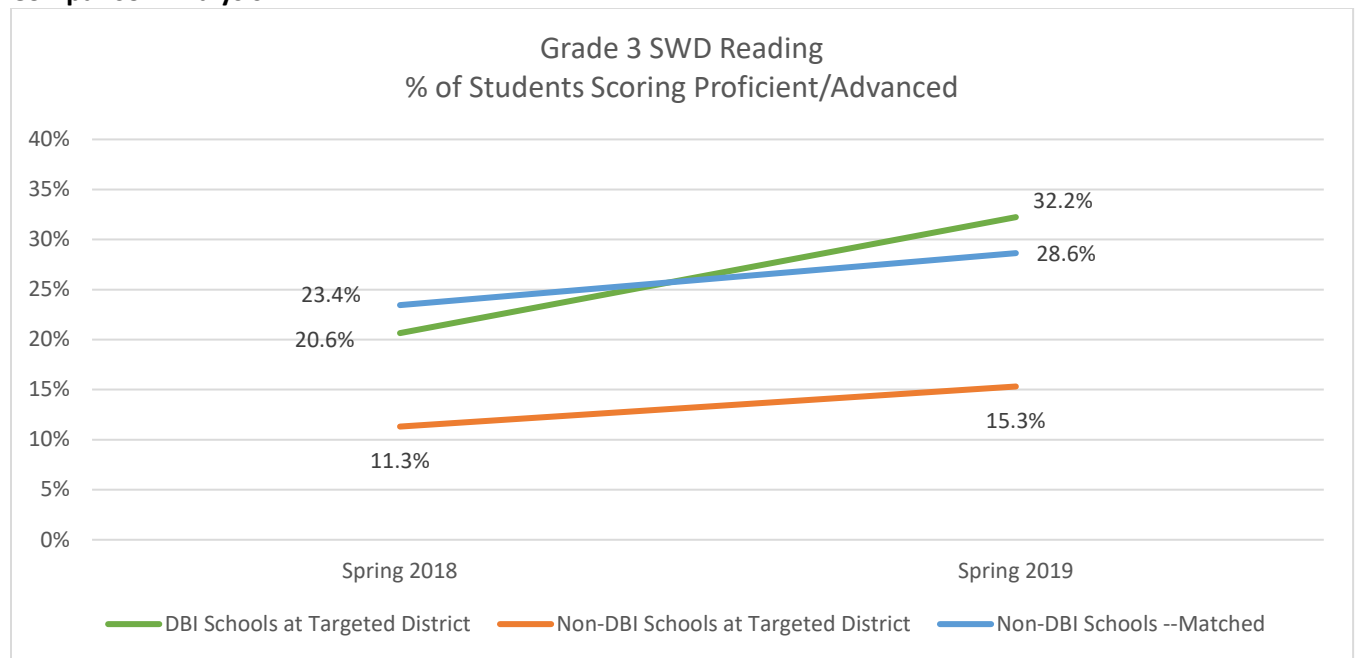
Display 7: Twenty-Three Schools in the 2020-21 Cohort
Reading Proficiency Rate of grade 3 students with disabilities



To measure the impact of the coherent improvement strategies on student outcomes, the SSIP Team used an interrupted time-series design with comparison group. Unfortunately, this time of analysis is hindered by the change in the state test in 2017-18. So, it is difficult to precisely compare reading proficiency before the intervention and reading proficiency after the intervention. That said, all five cohorts showed an increase in their reading proficiency scores from 2017-18 to 2018-19. (Note that cohort four and five started after 2018-19. Also note that there is overlap in the schools participating across cohorts.)

To better understand the impact of the intervention on reading proficiency, we identified a group of comparison schools to determine the extent to which their reading proficiency scores increased from 2017-18 to 2018-19. Display 8 shows the change in test scores for the DBI schools in the 2018-19 cohort, for non-DBI schools at the same district as the DBI schools, and for a matched group of schools across the state. These results show that the DBI schools increased at a slightly higher rate than both groups of comparison schools. While this difference is not statistically significant, it is encouraging.

**Display 8: Reading Proficiency Rate of grade 3 students with disabilities
Comparison Analysis**



2. How the State has demonstrated progress and made modifications to the SSIP as necessary.

The WDE regularly reviews evaluation data with stakeholders as it becomes available. Data on outputs, short-term outcomes, and medium-term outcomes are regularly reviewed by the SSIP Core Team. The data were reviewed with the pilot LEAs at the end of the 2019-20 school year and in January 2020 to determine what worked well and what needed to change.

The Data Dashboard Reports from 2019-20 and (preliminary) 2020-21 provide a summary of the evaluation measures collected over the past two years. These dashboards are shared with participants and stakeholders.

To measure the continued effectiveness of SSIP activities, several evaluation measures will address the issue of fidelity of implementation. The DBI Implementation Checklist is completed by the DBI teachers in both fall and spring and is completed by an external observer in the spring for a check on the fidelity of implementation. The DBI Log, which is completed by the teachers each week on each targeted student, provides detailed fidelity of implementation data. Both of these fidelity of implementation tools have been used since 2016-17.

Evaluation data from 2019-20 showed the following results.

In spring 2020 (after the 2019-20 DBI training), 80% of the dimensions of DBI were being implemented with fidelity. The dimensions with the highest scores are:

- Documentation (95% fidelity score)
- Progress Monitoring Procedures (86%)
- Adaptation of Intervention (85%)
- Academic Progress Monitoring Tools (84%)
- Relationship to Core Instruction (80%)

The dimensions with the lowest scores:

- Behavior Progress Monitoring Tools (31% fidelity score)
- Evaluation (32%)
- Regular Meetings (35%)

The end-of-year DBI logs showed:

- For 78% of the records, the intervention was offered 3-5 times per week (for 25%, 5 times per week).
- For 79% of the records, the student was present 3-5 times per week (for 31%, 5 times per week).
- For 63% of the records, the student was engaged 3-5 times per week (for 18%, 5 times per week).
- For 68% of the records, the intervention was implemented as planned 3-5 times per week (for 19%, 5 times per week).

In 2020-21, we continued to use the end-of-training evaluations, the DBI Implementation Checklist, the DBI Log, and the Observation Checklist for High-Quality Professional Development (HQPD) tool. In addition, in winter 2021, a Sustainability Survey was sent to teachers who completed DBI training from the 2016-17 through 2019-20 cohorts.

- 80% of the teachers who completed the survey stated that they are still implementing elements from the DBI training.
- Of those who said they are still implementing elements from the DBI training, 100% stated that DBI is having a positive impact on students.

The Wyoming SSIP Team continues to collect and review data on a regular basis and makes modifications as needed. For example, in determining the training needs of target districts the WYSSIP team worked collaboratively in evaluating teacher knowledge and fidelity of implementation. This data review actively informed of teacher and district needs, which in turn allowed the WDE to specifically tailor a training to provide the best support possible.

The Wyoming SSIP Team will continue to evaluate the initial effectiveness of the intensive, targeted, and universal TA through the Project WIN website. Because end-of-training evaluations are collected immediately after a training and because reports of results are created in real-time, satisfaction data can be analyzed right away. A video that shares Wyoming's journey in building the capacity of educators to

implement DBI to improve academic and behavior outcomes for students with disabilities as part of the SSIP was developed by the National Center on Intensive Intervention (NCII) in partnership with the WDE and staff and students from the targeted district. The video is featured on the [Wyoming Project WIN website](#) and the [NCII website](#).

3. Stakeholder involvement in the SSIP evaluation.

In-person stakeholder meetings were held in August 2017, January 2018, March 2018, May 2018, June 2018, October 2018, May 2019, October 2019, January 2020, March 2020. At several of these meetings, detailed statistical information on how students in grades K-5 performed on the state test was provided. Data were disaggregated by student characteristics, schools and districts, and services.

In 2020-21, the participating districts/teachers get reports on the evaluations they complete so that they may make adjustments as necessary in the implementation of their plan. Frequent and transparent communication is the norm. The evaluation process and results are shared and discussed via five methods:

1. The Wyoming SSIP Team will have meetings with targeted districts three times a year.
2. Coaches will use email, phone, and webinars to frequently communicate with targeted districts in-between meetings. An “open door” policy will be followed.
3. The Wyoming SSIP Team will provide annual updates to WAPSD on the SSIP evaluation and seek input from the advisory panel members.
4. During the monthly director phone call, local special education directors will be informed of the SSIP evaluation, on an annual basis, and be given a chance to provide input.
5. All local special education directors will have the opportunity to provide input at quarterly association meetings through the Wyoming Association of Special Education Administrators (WASEA)

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to the quality of the evaluation data.

In general, the data collected have been of high quality, and the WYSSIP Team has had very few concerns. The most important data for evaluating progress is the State Test Data. This high-quality data is being collected on all students. However, the State Test was not administered in spring 2020 due to schools being closed due to COVID-19.

One complicating factor to examining state test data over time is that during the 2017-2018 school year, the WDE adopted the Wyoming Test of Proficiency and Progress (WY-TOPP) as the new state assessment. This means that any increase or decrease in reading proficiency rates from 2016-17 to 2017-18 could be a function of the new test and not a function of any real increase or decrease in actual reading achievement.

There are no data quality issues surrounding the evaluation measures in the 2020-21 school year. Measures from each action strand are being collected, analyzed, and reported on.

On March 15th 2020 Governor Gordon recommended that Wyoming Schools close in response to the Coronavirus. By March 16th 37 LEAs throughout the state were closed. This includes the one LEA that oversees all 14 Regions of the Child Development Centers who serve children 3-5 across the whole state. On March 20th the Governor and Wyoming State Health Officer issued a statewide closure order for all public spaces. This health order included all K-12 Schools within the state and all Child Development Centers. As of March 20th all 49 LEAs in the state were closed. By April 1st, under the authority of the Virtual Education Chapter 41 Rules, (which had been revised under the emergency promulgation process) the Wyoming Department of Education collected and approved Adapted Learning Plans from all LEAs. On April 3rd 2020, it was announced that the statewide school closing that was originally expected to end on April 17th was extended through April 30th. Then on April 29th, the statewide school closure was extended from April 30th until May 15th. No additional orders were issued extending the school closures beyond May 15th. Schools in the state were allowed to reopen in a “limited capacity” pending approval from local authorities. However, there is no indication that any of the LEAs chose to reopen to in-person instruction after May 15th 2020. With only two weeks left in the spring semester districts throughout the state had signaled their intent to finish the 2019-20 school year in a virtual format. The State believes the collection of data is complete, valid, and is reliable. Other than the state assessment data and the preschool outcomes data, the WDE communicated to LEAs from the beginning of the pandemic that the expectation for timely and accurate data has not changed. The State issued COVID-19 guidance to all LEAs and the Special Education Programs Division issued on-going guidance which included communicating that data deadlines were not going to be altered in any way. Whether or not students and teachers were in buildings or attending virtually should not have had an impact on the collection and submission of data. For some indicators, the impact of COVID-19 is reflected in the data, but not in the quality of the data. The pandemic has had a significant impact on special education data. Of course, with the absence of a statewide assessment, I-3 will not have data to report, but there are other notable significant impacts. For exactly the same reason as I-3, I-7 is dramatically impacted because the exiting assessment for student ages 3-5 also occurs in the spring and the number of children who were able to be assessed was significantly affected. A detailed account of the impact on the I-7 data is outlined in that section. Another SPP Indicator that was impacted by COVID-19 is Indicator 14, and also special considerations for Indicator 11 as well, which are noted in those sections. The State took steps to guide LEAs through this unprecedented time. WDE issued a Special Education COVID Guidance Document, and within that, embedded the March 21, 2020 OCR/OSEP joint guidance through a Supplemental Fact Sheet on IDEA which included a clear and concise outline that the timelines within IDEA stand and will not be waived.

Plans for Improving Data Quality: While there are no data quality issues per se, the WYSSIP team wants to focus on obtaining the highest possible response rates for each evaluation measure.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

The WYSSIP team has the directive to ensure SSIP activities are conducted in order to achieve the SiMR. The team now has the responsibility to provide the PD and technical assistance (TA) necessary to the fifth cohort of teachers, as well as to support future cohorts as DBI implementation is scaled up throughout the state. WDE also continues to build state-wide infrastructure to support DBI

implementation as it leverages the teachers who gain experience through each successive cohort to be used as coaches for future cohort participants.

As mentioned previously, to measure the continued effectiveness of SSIP activities, several evaluation measures have been used and will continue to be used to address the issue of fidelity of implementation. The DBI Implementation Checklist (<https://wyominginstructionalnetwork.com/dbi/>) which will be completed by the DBI school teams at the beginning and ending of the module training will provide a detailed view of the fidelity of implementation. The DBI Weekly Implementation Log, which is completed by the cohort teachers each week on each targeted student provides detailed fidelity of implementation data. During the 2019-20 year the WYSSIP team fielded two additional evaluation measures. These measures include a sustainability survey and a non-implementer survey and were specifically designed to provide data that will assist the WYSSIP team in developing solutions to issues with implementation and sustainability.

F. Future Plans

May 2021 will mark the end of WDE's fifth cohort of DBI implementation in nine districts (35 schools, 65 teachers across all five of the cohorts) and two CDCs. Based on lessons learned from the 2020-21 school year, stakeholder meetings with the target district will be held in May 2021 and the WYSSIP team will work to schedule trainings with interested districts. Utilizing feedback from stakeholders and participants, the Wyoming SSIP Team will determine changes or refinements to the process throughout the 2021-22 school year. Additionally, WDE began work to develop a weekly fidelity log application. WDE found that when educators used the log to collect regular implementation data, that collection resulted in improved fidelity of implementation and supported improved progress for many students. Under the SSIP project, DBI practitioners have relied on paper-and-pencil/Excel file fidelity logs as a way of tracking implementation and providing data to the state. With a fidelity log application available for Windows, IOS, and Android platforms, educators will be able to instantly share fidelity data and in return receive real-time analytics providing them with the ability to make accurate efficient decisions concerning student educational needs.

In September 2021, the WDE will roll-out the 2021-22 cohort of DBI implementers. The WDE will continue to provide support to the first through fifth year cohort schools. Previous years' cohort teachers will each mentor an additional special education teacher and general education teachers through a train-the-trainer model. In addition to broadening the cadre of DBI implementers in the 35 schools, WDE will continue to solicit other districts interested in pursuing DBI professional development. WDE will continue to draw on existing district coaches to function as state coaches to support the continued rollout of an expanded Community of Practice framework. Expanding into other districts will be supported by the designated MTSS state and district coaches. 2021-22 cohort participants will complete the following activities:

- Rollout of DBI professional development modules statewide
- Develop an administrator Community of Practice
- Coaches training for identified district coaches
- DBI CoP cohort to include new teachers and LEAs
- Annual leadership conference presentations and data share-outs

- Universal PD/TA around DBI and Best Practices in Literacy using the state Learning Management System (LMS)

The SSIP evaluation plan for the 2021-22 cohort will replicate the current DBI evaluation plan, with additional emphases in these areas:

- Increased number of students
- Increased number of teachers trained in the DBI process
- Additional collection of student-level data
- Ongoing verification of implementation fidelity
- Effectiveness of coaching
- Relationship between DBI daily or weekly data points and mastery of IEP goals

Historically, turnover at the State Education Agency (SEA) has been a barrier to implementing the SSIP. WDE will continue to work on the following activities to overcome the turnover challenge:


- Incorporate and support the Framework as part of the WYMTSS Center
- Develop a cadre of trainers across the state located within their LEA
- Obtain commitment from future cohort districts to develop, train, and maintain coaches to participate for two or more years
- Create a consistent WY SSIP team through building the requirement into established job duties

The WDE will continue to seek support from technical assistance centers such as National Center of Intensive Instruction (NCII). The WDE currently has a contract with the American Institute for Research (AIR) to deliver DBI training and other relevant MTSS professional development.

508 Compliance Screenshot:

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WYOMING
DEPARTMENT OF EDUCATION



WYOMING DEPARTMENT OF EDUCATION
Division of Special Education Programs

PART B STATE PERFORMANCE PLAN
INDICATOR 17

STATE SYSTEMIC IMPROVEMENT PLAN

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Appendix A

Wyoming Part B Detailed Theory of Action

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*

STRANDS OF ACTION	IF THE WDE...	Then Short-Term Outcomes will be:
1. Intensive Technical Assistance	Provides targeted TA to teachers of students with disabilities in select districts on Data-Based Individualization (DBI) through on-site and WebEx trainings	<ul style="list-style-type: none"> ● Teachers of students with disabilities will have increased knowledge of DBI processes. ● Teachers of students with disabilities will write high quality IEP goals.
2. Targeted Technical Assistance	Provides TA to select districts on best practices through PLCs, module trainings, and other methods	<ul style="list-style-type: none"> ● Elementary teachers of students with disabilities will have increased knowledge of DBI processes and/or other evidence-based practices. ● Teachers will write high quality IEP goals.
3. Universal Technical Assistance	Offers universal TA to all districts and to families surrounding best practices through statewide initiatives and conferences	<ul style="list-style-type: none"> ● Teachers of students with disabilities and general education teachers will have increased knowledge of best practices for students in grades K-12. ● Families will have increased knowledge surrounding their child's literacy development.
4. State Infrastructure/Capacity	Aligns all initiatives and provides training to state staff and regional coaches	<ul style="list-style-type: none"> ● State staff members and regional coaches will be better able to assist districts in terms of increasing their capacity to support schools in implementing evidence-based practices.

Then Medium-Term Outcomes will be:

- Teachers will implement new skills surrounding DBI and other evidence-based practices.
- Students will achieve their IEP goals.
- Teachers will provide appropriate, data-based interventions to students.
- Students with disabilities will have increased access to the general curriculum.
- Student reading achievement will increase.
- Families will implement new skills surrounding literacy instruction with their children.
- The DBI process and other evidence-based practices will be sustainable.

Then Long-Term Outcome will be:

- ...Grade K-3 students with disabilities will have increased reading achievement

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Amy Jo Lance

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Appendix A

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3. Universal Technical Assistance	Offers universal TA to all districts and to families surrounding best practices through statewide initiatives and conferences	<ul style="list-style-type: none"> Teachers of students with disabilities and general education teachers will have increased knowledge of best practices for students in grades K-12. Families will have increased knowledge surrounding their child's literacy development.
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- Families will implement new skills surrounding literacy instruction with their children.
- The DBI process and other evidence-based practices will be sustainable.

Then Long-Term Outcome will be:

- ...Grade K-3 students with disabilities will have increased reading achievement

Appendix A - WY Part B Theory of Action – March 16, 2020

Appx A-1

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Page 1 of 2 339 words English (United States) 70%

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:

The screenshot shows a document viewer displaying Appendix B of the Wyoming Part B State Systemic Improvement Plan (SSIP). The document title is "Appendix B Wyoming Part B State Systemic Improvement Plan (SSIP) Detailed Evaluation Questions". A yellow highlighted box contains the text: "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." Below this, a note states: "*Note: Baseline year is 2017-18 -- when the WYTOPP was first administered". The section "A. Coherent Improvement Strategies." follows, with a paragraph stating: "The Wyoming Department of Education (WDE) will implement four strands of action in order to meet the SiMR." Below this are four numbered items: 1. Intensive Technical Assistance (TTA), 2. Intensive Technical Assistance (ITA), 3. Universal Technical Assistance (UTA), and 4. State Infrastructure/Capacity (SIC). Each item has a bulleted description of the actions to be taken. At the bottom left of the document, it says "Appendix B -- WY Part B SSIP Detailed Evaluation Questions -- March 12, 2021" and at the bottom right, "Appx B-1".

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.

Appendix B -- WY Part B SSIP Detailed Evaluation Questions -- March 12, 2021 Appx B-1

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Appendix C

ACTION STRAND 1: Intensive Technical Assistance

Coherent Improvement Strategy: The Wyoming Department of Education (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.

Short-Term Outcome 1: Teachers in resource room settings will have increased knowledge of DBI processes.

Short-Term Outcome 2: Teachers in resource room settings will write high quality IEP goals.

Medium-Term Outcome 1: Teachers will implement new skills surrounding DBI and other evidence-based practices.

Medium-Term Outcome 2: Students will achieve their IEP goals.

Medium-Term Outcome 3: Teachers will provide appropriate, data-based interventions to students.

Medium-Term Outcome 4: Students with disabilities will have increased access to the general curriculum.

Medium-Term Outcome 5: Student reading achievement will increase.

Medium-Term Outcome 6: The DBI process will be sustainable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources/Alignment with other State Initiatives	Person(s) Responsible	Projected Timeline
1. Identify the EBP Wyoming would implement to achieve the SiMR.	Utilize TA provided by NCII to introduce the state team to provider.	NCII	Kirsten Hermanutz Jennifer Hiler Anne-Marie Williams Jennifer Krause	Oct.-Nov. 2016
	NCII/provider provided TA to State staff on DBI process.	NCII	Kirsten Hermanutz Jennifer Hiler Anne-Marie Williams	Oct.-Nov. 2016
	Stakeholder group provided input to select the use of DBI as the EBP.	Stakeholder group/ Aligns with SPDG work for MTSS	Kirsten Hermanutz Jennifer Hiler Joan Bean Suzy Wagner Nick Whyntott	Nov. 2016

2. Kick-off meetings to introduce the DBI process. (2017 cohort)	Solicited pilot district participation based on data.	DDE- for data to determine possible pilot districts, SPDG-funds. WDE staff- "Give and Get" Letter	Kirsten Hermanutz Jennifer Hiler Jennifer Krause	Dec. 2016
	Collect letter of commitment from participating pilot Districts		Kirsten Hermanutz Jenny Krause	Jan. 2017
	Schedule/Conduct kick-off meetings with participating 2017 cohort pilot sites.	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers. Aligns with SPDG MTSS work.	Kirsten Hermanutz Tessie Bailey Jennifer Hiler Joan Bean District Staff	Jan. 2017
3. DBI Training/Support (2017 cohort)	Pilot teacher PLC	Teachers WDE staff Outside DBI trainer	Tessie Bailey Nick Whynott Kirsten Hermanutz	Monthly Feb.-May 2017
	Solicit additional participation based on the second cohort within existing pilot districts.	SPDG-funds. WDE staff- "Give and Get" Letter	WDE Staff	May 2017
	Solicit additional district participation for a second cohort.	WAVE, Week of Academic Excellence (leadership conference) SPDG-funds. WDE staff- "Give and Get" Letter	WDE Staff	August 2017
4. Expand pilot (2018 cohort)	Replicate the pilot process with a second cohort of districts/ additional schools and preschools (2018 cohort).	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers. SPDG MTSS coaches WIN Web		August 2017-May 2018
	Provide additional PD/TA based on data gathered from the 2017 pilot cohort.	Outside DBI trainer WDE Staff Initial cohort participant teachers External evaluator	Nick Whynott/Thom Jones	August 2017-May 2018
5. Expand pilot into preschools (2019 cohort)	Replicate the process with a third cohort of districts and preschools (2019 cohort)	Outside DBI trainer WDE Staff Initial cohort participant teachers External evaluator	Thom Jones	August 2018- May 2019

	Provide additional PD/TA based on data gathered from the 2018 cohort.	Outside DBI trainer WDE Staff Initial cohort participant teachers External evaluator	Thom Jones	August 2018-May 2019
6. State-wide Scale up.	Continued support and Follow-up for implementing districts.	Deliver standardized training package.	Outside DBI trainer, WDE Staff, Initial cohort participant teachers, external evaluator Thom Jones	August 2019-May 2020
	Continued support and Follow-up for implementing districts. Field	Deliver standardized training package. Field Test LMS modules with target district	Outside DBI trainer, WDE Staff, Initial cohort participant teachers, external evaluator Thom Jones	August 2020-May 2021
	Facilitate state-wide community of practice	Deliver standardized training package Provide coaching to practitioners	Outside DBI trainer, WDE Staff, Initial cohort participant teachers, coaches, external evaluator Thom Jones	January 2021 – April 2021

ACTION STRAND 2: Targeted Technical Assistance

Coherent Improvement Strategy: The Wyoming Department of Education (WDE) will provide targeted TA to select districts on best practices through trainings and coaching.

Short-Term Outcome 1: Elementary teachers of students with disabilities will have increased knowledge of DBI processes and/or other evidence-based practices.

Short-Term Outcome 2: Teachers will write high quality IEP goals.

Medium-Term Outcome 1: Teachers will implement new skills surrounding DBI and other evidence-based practices.

Medium-Term Outcome 2: Teachers will provide appropriate, data-based interventions to students.

Medium-Term Outcome 3: Students with disabilities will have increased access to the general curriculum.

Medium-Term Outcome 4: Student reading achievement will increase.

Medium-Term Outcome 5: The DBI process will be sustainable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources/Alignment with other State Initiatives	Person(s) Responsible	Projected Timeline
1. Make PLC/module trainings available to additional teachers in pilot districts.	Opportunity for general education staff in pilot districts to participate.	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers.	Nick Whynott Tessie Bailey Jennifer Hiler	August 2017
2. Make PLC/module trainings available to MTSS coaches.	Opportunity for alignment with the current MTSS coaching project.	WDE staff Outside DBI trainer SPDG MTSS coaches	Nick Whynott Tessie Bailey Jennifer Hiler Bart Lyman	August 2017

ACTION STRAND 3: Universal Technical Assistance

Coherent Improvement Strategy: The Wyoming Department of Education (WDE) will offer universal TA to all districts and to families surrounding best practices through statewide initiatives and conferences.

Short-Term Outcome 1: Teachers of students with disabilities and general education teachers will have increased knowledge of best practices for literacy instruction for students in grades K-12.

Short-Term Outcome 2: Families will have increased knowledge surrounding their child’s literacy development.

Medium-Term Outcome 1: Teachers will implement new skills surrounding evidence-based practices.

Medium-Term Outcome 2: Teachers will provide appropriate, data-based interventions to students.

Medium-Term Outcome 3: Students with disabilities will have increased access to the general curriculum.

Medium-Term Outcome 4: Student reading achievement will increase.

Medium-Term Outcome 5: Families will implement new skills surrounding literacy instruction with their children

Medium-Term Outcome 6: The evidenced-based processes will be sustainable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources/Alignment with other State Initiatives	Person(s) Responsible	Projected Timeline
1. Week of Academic Vision and Excellence (WAVE)	DBI Pilot Teachers present on their experience at WAVE.	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers. SPDG MTSS coaches	Pilot Teachers Nick Whynott Tessie Bailey Jennifer Hiler Bart Lyman	August 2017
	Present sessions at WAVE based on data collected from the 2018 cohort.	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers. SPDG MTSS coaches	Pilot Teachers Thom Jones Tessie Bailey Bart Lyman	August 2018

	Present sessions at WAVE based on data collected from the 2019 cohort.	WDE staff Outside DBI trainer Sped. Directors, Principals, teachers. SPDG MTSS coaches	Pilot Teachers Thom Jones Tessie Bailey Bart Lyman	August 2019
2. Early Childhood Online Learning Management System	Early Literacy component of the ongoing Early Childhood online PD.	Aligns with SiMR ECHO through UW	Tana Wolfe Nick Whynott	January- May 2017

ACTION STRAND 4: State Infrastructure/Capacity

Coherent Improvement Strategy: The Wyoming Department of Education (WDE) will align initiatives and provide training to state staff and regional coaches.

Short-Term Outcome 1: State staff members and regional coaches will be better able to assist districts in terms of increasing their capacity to support schools in implementing evidence-based practices.

Medium-Term Outcome 1: State staff members will be able to assist districts to support district-level implementation vs. school-level implementation.

Medium-Term Outcome 2: Establish state capacity to support DBI growth through the state (all cohort scale-up).

Medium-Term Outcome 3: The DBI process will be sustainable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources/Alignment with other State Initiatives	Person(s) Responsible	Projected Timeline
1. DBI modules to build State capacity.	Opportunity for alignment with the current MTSS coaching project.	WDE staff Outside DBI trainer SPDG MTSS coaches	WDE Staff	Monthly Feb.-May 2017
	Provide access to the modules through technology/Wyoming Instructional Network (WIN) website.	WDE Staff SPDG WINWeb	Jennifer Hiler	Monthly Feb.-May 2017
	Opportunity for additional Division/Behavioral Health Division staff to participate.	WDE staff Outside DBI trainer	Nick Whynott/Thom Jones Tessie Bailey Jennifer Hiler	August 2017-June 2018
	Implement coaching model.	WDE staff SPDG MTSS coaches	WDE staff	August 2017-June 2018
	Training from outside DBI trainer on how to conduct external evaluations of DBI implementation.	WDE staff Outside DBI trainer	Thom Jones Tessie Bailey	
	Present DBI modules at STAR (a TA retreat for WDE staff)	WDE staff Outside DBI trainer	Thom Jones	Summer 2019
	Present DBI modules at STAR (a TA retreat for WDE staff)	WDE staff Outside DBI trainer	Thom Jones	Summer 2020

508 Compliance Screenshot:

Appendix C

ACTION STRAND 1: Intensive Technical Assistance

Coherent Improvement Strategy: The Wyoming Department of Education (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.

Short-Term Outcome 1: Teachers in resource room settings will have increased knowledge of DBI processes.

Short-Term Outcome 2: Teachers in resource room settings will write high quality IEP goals.

Medium-Term Outcome 1: Teachers will implement new skills surrounding DBI and other evidence-based practices.

Medium-Term Outcome 2: Students will achieve their IEP goals.

Medium-Term Outcome 3: Teachers will provide appropriate, data-based interventions to students.

Medium-Term Outcome 4: Students with disabilities will have increased access to the general curriculum.

Medium-Term Outcome 5: Student reading achievement will increase.

Medium-Term Outcome 6: The DBI process will be sustainable.

Activities to meet the Coherent Improvement Strategy	Steps to Implement the Activities	Resources/Alignment with other State Initiatives	Person(s) Responsible	Projected Timeline
1. Identify the EBP Wyoming would implement to achieve the SIMR.	Utilize TA provided by NCII to introduce the state team to provider.	NCII	Kirsten Hermautz Jennifer Hjer Anne-Marie Williams Jennifer Krause	Oct.-Nov. 2016
	NCII/provider provided TA to State staff on DBI process.	NCII	Kirsten Hermautz Jennifer Hjer Anne-Marie Williams	Oct.-Nov. 2016
	Stakeholder group provided input to select the use of DBI as the EBP.	Stakeholder group/ Aligns with SPDG work for MTSS	Kirsten Hermautz Jennifer Hjer Joan Bean Suzy Wagner Nick Whyntott	Nov. 2016

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