



Opportunity Through Education

## Wyoming SPDG: ASCEND 307 2025-26 Evaluation Plan

### Project Goals:

#### Teacher Certifications

- **Goal 1:** Increase the number of fully certified special education teachers by implementing a plan that addresses the needs of personnel teaching students and children with disabilities under a special education Exception Authorization or Consultant Specialist Permit.

#### Workforce Ready/Family Engagement

- **Goal 2:** Increase the number of educators, administrators, and families with the knowledge and skills to develop person-centered IEPs that address the essential readiness skill needs impacting children and students with disabilities' access to and benefit from school academic instruction, transitions, and vocational education opportunities.
- **Goal 3:** Increase the capacity of leaders and educators to develop systems and use strategies that build trust and engagement with families and further strengthen the role families play in their child's development and learning.

This plan indicates the various data measures that Data Driven Enterprises (DDE) will analyze, who will complete the evaluations, how the data will be provided to DDE, and the reason for each evaluation.

### A. Trainings Evaluations

#### 1. Professional Development Tracking

**What?** Each training will be entered into WINWEB (a web-based tracking system).

**Why?** To keep track of the number and type of trainings that have been administered.

**Who Completes?** WDE staff

**When?** Ongoing

**How?** WINWEB login information will be given to WDE staff. <https://winweb.ddehome.com>

#### 2. Sign-In Sheet

**What?** All participants from each training will be uploaded into WINWEB

**Why?** To track the number of participants in the trainings; to use for follow-up surveys

**Who Completes?** WDE staff

**When?** At each training

**How?** On paper, transferred to spreadsheet then uploaded to WINWEB: <https://winweb.ddehome.com>

#### 3. Training Evaluation

**What?** Survey measuring participant perceptions of training quality, relevance, learning outcomes (knowledge, skills, and self-efficacy), motivation and intentions to apply learning, anticipated impact of training, and perceived barriers to application.

**Why?** To assess participants' reactions to training and inform improvements.

**Who Completes?** Training participants

**When?** After each training

**How?** A unique URL through the WINWEB website to the evaluation form will be given to participants after each training

### B. Implementation and Intervention Fidelity Evaluations

#### 1. IEP Checklist for Quality Review

**What?** A tool being developed by AIR that examines procedural and substantive components of IEPs

**Why?** To assess quality of IEPs and if student are meeting their goals surrounding essential readiness (also for intervention fidelity)

**Who Completes?** WDE staff

**When?** ASCEND coaches will observe at least 20% of teachers in SPDG-cohort schools each year; data collection expected to begin spring 2026

**How?** TBD

#### 2. Fidelity Measures for Specific Evidence-Based Practices

**What?** Standardized observation tools to evaluate implementation of specific EBPs related to essential readiness skills development

**Why?** To ensure that EBPs are being implemented as intended, maintaining the integrity of interventions and ensuring consistency across various settings

**Who Completes?** ASCEND coaches trained on tool-specific observation and scoring protocols

**When?** At least 20% of teachers in SPDG-cohort schools each year; data collection expected to begin spring 2027

**How?** ASCEND coaches will observe teachers and complete the fidelity measure

#### 3. State Capacity Assessment

**What?** Measures the State's efforts to sustain and scale up SPDG project activities

**Why?** To assess and monitor capacity to ensure that systems are developed to effectively support and sustain interventions

**Who Completes?** DDE will facilitate the assessment with the state implementation team

**When?** Administered twice in the first year (fall and spring) beginning in fall 2025; then each spring after the first year

**How?** Scores are recorded in real-time by DDE.

#### 4. Observation Checklist for High-Quality Professional Development (HQPD)

**What?** Observational tool assessing 21 indicators of quality PD delivery across five domains.

**Why?** To ensure trainings are delivered with fidelity and aligned with best practices in adult learning.

**Who Completes?** Trained WDE staff as external observers

**When?** Each trainer and each unique training will be observed at least once, either live or via video recording.

**How?** Online via Alchemer: <https://survey.alchemer.com/s3/8626268/WYSPDGHQPD>

#### 5. NCSI Coaching Fidelity Tool

**What?** A structured observational tool that assesses key coaching practices

**Why?** To ensure coaching is delivered with fidelity, adheres evidence-based coaching practices, and supports continuous improvement in both coaching quality and implementation outcomes

**Who Completes?** Trained WDE staff as external observers

**When?** Each coach will be observed at least once per school year (live or recorded) in SPDG-cohort schools.

**How?** Observers complete a fidelity rubric after the session and submit it via an online platform. Feedback is provided to the coach following the observation.

### C. Special Education Teacher Certification Evaluations

#### 1. Needs Assessment to Identify Barriers to Full Certification

**What?** A survey to assess barriers to certification for teachers on an Exception Authorization or a Consultant Specialist Permit and challenges in recruiting and retaining special education teachers

**Why?** To inform the development of evidence-based strategies to address identified barriers and challenges

**Who Completes?** Principals, special education directors, and special education EA teachers

**When?** Fall 2025/Winter 2026

**How?** Online via Alchemer: Links to the surveys will be sent to each group.

#### 2. Special Education Exception Authorization/Consultant Specialist Permit Data

**What?** Official state data on special education teachers on an Exception Authorization or a Consultant Specialist Permit

**Why?** To calculate the number and percentage of special education teachers on an Exception Authorization or a Consultant Specialist Permit

**Who Collects?** DDE will calculate based on the data files provided to them by WDE

**When?** Annually

**How?** WDE 602, WDE 652

#### 3. Teacher Retention Data

**What?** Official state data on retention rates of special education teachers on an Exception Authorization, a Consultant Specialist Permit, and new teachers (new teacher = working for 3 years or less)

**Why?** To calculate retention rates of teachers

**Who Collects?** DDE will calculate based on the data files provided to them by WDE

**When?** Annually

**How?** WDE 652

#### 4. Percentage of SWD Taught by Fully Certified Special Education Educators

**What?** Official state data on students with disabilities and their teachers' certification status

**Why?** To calculate the percentage of students with disabilities taught by fully certified special education teachers

**Who Collects?** DDE will calculate based on the data files provided to them by WDE

**When?** Annually

**How?** WDE 684 (Section Enrollment file, Special Education file) and WDE 652

### D. Coaching Evaluations

#### 1. Coach Stakeholder Survey

**What?** Survey with tailored questions for participant groups within SPDG cohort schools to gather feedback, assess application of practices, and evaluate impact of project over time from multiple perspectives.

**Why?** To gather feedback on project activities (what is working well, what can be improved), evaluate the application of learned practices, and assess the impact of project activities over time from multiple perspectives.

**Who Completes?** ACSEND 307 Coaches

**When?** Annually beginning spring 2026

**How?** Online via Alchemer: **TBD**

#### 2. Coach Interviews/Focus Groups

**What?** Interviews and focus groups will be conducted with key stakeholders about PD/TA impact and project experiences.

**Why?** To gather detailed insights on participants experiences, the skills they have learned and implemented, perceived impacts, implementation challenges and successes, suggestions for improvement

**Who Completes?** ACSEND 307 Coaches

**When?** Annually beginning spring 2026 or spring 2027

**How?** Conducted by DDE, either by phone or video

### 3. Coaching Activities Log

**What?** Each coaching activity provided to SPDG-cohort schools will be documented in an online coaching log, including the number and type of activities, topic areas of focus, strategies used, and recipients supported.

**Why?** To monitor coaching delivery, document support provided to SPDG-cohort schools, and to keep track of coaching recipients for evaluation.

**Who Completes?** ACSEND 307 Coaches

**When?** Ongoing

**How?** SPED-Link website logins will be given to coaches: <https://wde.ddehome.com>. Coaches will complete log after each coaching activity.

### 4. District Coach Onboarding Interviews

**What?** Interviews will be conducted with coaches/coordinators for each district that joins ASCEND 307.

**Why?** To gather detailed insights on what the district is currently doing.

**Who Completes?** WDE staff

**When?** During the first month of district participation

**How?** Conducted by WDE in person

## E. Educator Evaluations – Cohort Schools (school leaders, teachers, IEP team members)

### 1. Educator Stakeholder Survey

**What?** Survey with tailored questions for participant groups within SPDG cohort schools to gather feedback, assess application of practices, and evaluate impact of project over time from multiple perspectives

**Why?** To gather feedback on the effectiveness of coaching, application of learned practices from training and coaching, and to gather feedback on project activities and their impact over time from multiple perspectives.

**Who Completes?** Educators in SPDG-cohort schools

**When?** Annually beginning spring 2026

**How?** Online via Alchemer: **TBD**

### 2. Educator Interviews/Focus Groups

**What?** Interviews and focus groups will be conducted with key stakeholders about PD/TA impact and project experiences.

**Why?** To gather detailed insights on participants experiences, the skills they have learned and implemented, perceived impacts, implementation challenges and successes, suggestions for improvement.

**Who Completes?** Educators in SPDG-cohort schools

**When?** Annually beginning spring 2026 or spring 2027

**How?** Conducted by DDE, either by phone or video

### 3. Needs Assessment to Identify Barriers

**What?** A survey to assess barriers to family engagement and the development of person-centered IEPs that address essential readiness skill needs

**Why?** To inform the development of evidence-based strategies to address identified barriers and challenges

**Who Completes?** Special education directors, principals, and educators

**When?** Fall 2025

**How?** Online via Alchemer: Links to the surveys will be sent to each group.

## F. Family Evaluations

### 1. Family Stakeholder Survey

**What?** Survey with tailored questions for participant groups within SPDG cohort schools to gather feedback, assess application of practices, and evaluate impact of project over time from multiple perspectives

**Why?** To gather feedback on the effectiveness of coaching, application of learned practices from training and coaching, and to gather feedback on project activities and their impact over time from multiple perspectives.

**Who Completes?** Families in SPDG-cohort schools

**When?** Annually beginning spring 2026

**How?** Online via Alchemer: **TBD**

### 2. Needs Assessment to Identify Barriers to Family Engagement

**What?** A survey to identify barriers and challenges to building trust and engaging families

**Why?** To inform the development of evidence-based strategies to address identified barriers and challenges

**Who Completes?** School administrators, educators, and families

**When?** Summer 2025

**How?** Online via Alchemer: <https://survey.alchemer.com/s3/8336555/SPDGFamilyEngagementSWD>

### 3. Indicator 8: Part B Parent Survey

**What?** State-reported data from the parent survey

**Why?** To measure the extent to which schools are facilitating parent involvement for special education students

**Who Completes?** Parents of students ages 3-21 receiving special education services

**When?** Annually (Year-Round Collection)

**How?** DDE will provide this information

## G. Student Outcomes: Survey Evaluations

### 1. Indicator 14: Post-School Outcomes Survey (Measurement B: Competitive Employment)

**What?** State-reported data on post-school outcomes for youth with disabilities (e.g., # of youth obtaining competitive integrated employment; # enrolled in postsecondary education)

**Why?** To measure the impact project activities on students' post-school education and employment outcomes

**Who Completes?** Youth who exited high school the previous school year via the Indicator 14 Post-School Outcomes Survey

**When?** Annually (Summer/Fall)

**How?** DDE will provide this information

### 2. Workplace/Career Readiness Skills Checklist

**What?** Tool to assess extent of SWD workplace/career readiness

**Why?** To measure student outcomes related to essential readiness skills

**Who Completes?** TBD

**When?** TBD

**How?** DDE will provide this information

## H. Student Outcomes: WDE Data Collections

### 1. Graduation Data

**What?** Indicator 1 graduation rates

**Why?** To track changes in graduation rates in cohort schools and to assess the impact of project activities on graduation

**Who Completes?** DDE will analyze graduation data provided to them by WDE

**When?** Annually

**How?** The FS009 student level file and/or June WDE684 file

### 2. Least Restrictive Environment (% in regular classroom)

**What?** Student environment placement (e.g., in regular classroom 80% or more; in regular classroom 40-79%, etc.) as indicated on the Child Count Placement file.

**Why?** To determine if student placement changes over time

**Who Completes?** DDE will calculate based on the child count file provided to them by WDE

**When?** Annually

**How?** WDE June 684 special education file

### 3. Attendance Data

**What?** Official school attendance data for SWD in cohort schools

**Why?** To track changes in attendance in cohort schools and to assess the impact of project activities on attendance

**Who Completes?** DDE will analyze attendance data provided by WDE

**When?** Annually

**How?** WDE 600 file

### 4. Proficiency Data (WY-TOPP State Test)

**What?** Reading/math achievement data on the state test

**Why?** To determine if students' scores increase from one year to the next

**Who Completes?** DDE will calculate based on the data file provided to them by WDE

**When?** Summer 2025

**How?** Official state test score file

### 5. SWD CTE Course Tracking

**What?** Tracking students in CTE courses and whether they are CTE Participants/Concentrators

**Why?** To determine whether the number of students with disabilities who are taking CTE courses increases and whether the number of CTE participants and CTE concentrators increases

**Who Completes?** DDE will calculate based on the data files provided to them by WDE

**When?** Annually

**How?** WDE 684C – Section Enrollment File; WDE 555 file; and WDE680 files

Data Driven Enterprises (DDE) is collecting and analyzing the evaluation information.

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