FSM SSIP EVALUATION LOGIC MODEL
Revised February 2019

Strategies	Activities	Outputs	Outcomes: Short	Outcomes: Intermediate	Outcomes: Long-Term
Leadership; RTI- School Based Reading Model (SWRM)	• *RTI Policy/Guidance*: FSM National develops RTI Manual to guide implementation • *Assessment:* Develop Schoolwide Assessment Plans for literacy • *Data Analysis:* Learn to use assessment data to determine current performance levels for all grade levels/determine individual student needs • *RTI Coaches:* Establish State RTI coaches and provide PD • *Literacy Leadership*: Provide PD to building principals on literacy leadership	• FSM RTI manual • # of school-wide assessment plans developed • #/type of PD sessions provided • #/ of RTI coaches	School-wide assessment plans reflect understanding of the use of data to guide instruction		
Provide Direct Instruction in Reading	• *Structured Professional Development:* Professional development for primary teachers to teach English language and reading skills. • *Provide Appropriate Instructional Materials:* Provide appropriate instructional materials to support the developmental language needs of students. • *Direct Instruction*: Provide English instruction in ECE (Kindergarten) or Grade 1.	• #/type of PD sessions provided focused on teaching English and reading skills • #/type of instructional materials available in each site • # of ECE and Grade 1 classrooms receiving English instruction	Educators are knowledgeable in providing instruction in English and reading skills	RTI elements are implemented with fidelity	All students in EC and grade 1 receive high quality English literacy instruction in the general education classroom
Special Education within the RTI Model	*Structured Professional Development:* Professional development for special education teachers on providing instruction in the general education classroom.	#/type of PD sessions provided focused on special education instruction within the general education classroom	Educators report high quality professional development		
Support & Monitoring	*Onsite visits including observations*: State Special Education Coordinator or Case Managers/Supervisors will conduct observations of teachers providing services.	• # of onsite visits conducted • #//type of support strategies provided	Monitoring and support strategies are implemented consistently	Data teams make appropriate decisions about students' instructional needs	NDOE infrastructure will support literacy instruction from EC to grade 5 in schools, homes, and community
Collaboration between General Education Personnel and Special Education Personnel at all Levels	*Leverage Funding at all levels of the System to Support Project Lift:* Include project activities in state budget line items *Coordinate Literacy Initiatives*: Provide some common training /awareness raising across initiatives (e.g., after-school tutoring) *Create Coordinated Plans for Professional Development*: Use common template to request PD aligned with Project LIFT priorities *Data Team Meetings*: Conduct regular data team meetings at the schools with general and special education teachers *Parent Engagement*: Provide information sessions to parents at pilot schools regarding Project LIFT activities.	• # of state budgets reflect funds for project • # of plans for professional development • # of data team meetings conducted • # parents attending information sessions	School data team meetings are attended by general and special education staff Parents and community understand the importance of English literacy		**SiMR Goal**: *Increase English literacy skills of all students in EC through Grade 5 in the FSM, with a particular focus on students identified as having a disability.*

Federated States of Micronesia State Systemic Improvement Plan (SSIP) Evaluation Plan
FFY 2020 - 2024
Sigma Associates Incorporated-External Evaluator

Evaluation Question	Logic Model Process & Outcome(s)	Performance Measure	Method	Timeline
To what extent do teachers of students ECE-Grade 5 implement core reading instruction, using evidence-based practices with fidelity?	#/% teachers trained #/% fidelity observations conducted Teachers increase knowledge of Core Reading program Teachers provide reading instruction with fidelity Teachers differentiate reading instruction based on the needs of the students	% of teachers of students ECE-Grade 5 who implement core reading instruction, using evidence-based practices with fidelity	Training Survey Practice Profile Observation/Walk Through Fidelity Checklist Scale up School Administrator Interviews LSIP State Snapshots	Following School and State Trainings Two times per year for Practice Profile (Fall/Spring) Three times per year (fall, winter, spring) for fidelity observation checklist Model schools annually Scale Up schools Yrs 2-5 for Administrator Interviews Quarterly review of LSIPs Annually, in spring, for State Snapshots
To what extent do instructional coaches support teachers in the use of evidence-based literacy practices?	# of RTI coaches per state #/types of supports provided to teachers by instructional coaches	% of instructional coaches who support teachers in the use of evidence based literacy practices	Coaching Fidelity Tool Coaching logs Coaching Survey	Annually starting in winter 2022 for coaching fidelity Coaching logs are collected fall, winter, spring

Evaluation Question	Logic Model Process & Outcome(s)	Performance Measure	Method	Timeline
	Coaches effectively support reading instruction Teachers adjust reading instruction based on feedback from coaches Teachers differentiate reading instruction based on the needs of the students			Annually, in spring, for coaching survey
To what extent do teachers of students ECE-Grade 5 use data, including ELMo data, to implement screening, progress monitoring, and instructional decision making with fidelity?	#/% teachers trained #/% fidelity observations conducted # student intervention logs completed Types of data used for instructional decision making Teachers increase knowledge of using data for instructional decision making Screening & assessment data consistently reviewed	% of teachers of students ECE-Grade 5 who use ELMo data to implement screening, progress monitoring, and instructional decision making with fidelity	ELMo Database Training Survey Practice Profile Intensive Intervention Implementation Review Log - adapted Observation/Walk Through Fidelity Checklist LSIP State Snapshots	Annually in spring Following School and State Trainings Two times per year for Practice Profile (Fall/Spring) Fall and spring, beginning in Yr.2 of implementation, for scale up schools Three times per year (fall, winter, spring) for fidelity observation checklist Quarterly review of LSIPs

Evaluation Question	Logic Model Process & Outcome(s)	Performance Measure	Method	Timeline
	Teachers use data to plan instruction and make decisions about students' needs			Annually, in spring, for State Snapshots
To what extent do students ECE-Grade 5 demonstrate gains in early literacy skills?	# student intervention logs completed Screening & Assessment data consistently reviewed Students receive instruction and interventions based on their individual needs Students make progress on English literacy skills	% of students ECE-Grade 5 demonstrate gains in early literacy skills?	Early literacy curriculum- based measures reported in ELMo Intensive Intervention Implementation Review Log - adapted LSIP State Snapshots	Fall, winter, spring screening periods Fall and spring, beginning in Yr.2 of implementation, for scale up schools Quarterly review of LSIPs Annually, in spring, for State Snapshots
To what extent did teachers and administrators increase family engagement in early literacy development?	#/% teachers trained #/% families attending literacy events Families are aware of literacy efforts Families understand how to support their students reading at home	% of teachers and administrators who report an increase family engagement in early literacy development % of parents/families who report an increase in family engagement in early literacy development	Family Engagement Survey LSIP State Snapshots	Annually in Spring beginning in Year 2 of this SSIP cycle Quarterly review of LSIPs Annually, in spring, for State Snapshots

Evaluation Question	Logic Model Process & Outcome(s)	Performance Measure	Method	Timeline
To what extent do RTI teams use ELMo data to develop and make progress on state level implementation plans (LSIPs)?	#/% LSIP activities completed Screening & Assessment data consistently reviewed	% of states that indicate effective implementation of the LSIP	Training Survey LSIP quarterly review	Following School and State Trainings Quarterly review of LSIPs
To what extent was implementation of early literacy reading instruction and interventions supported by shared leadership of RTI teams, NDOE, and school and teacher staff?	#/% LSIP activities completed #/type stakeholder meetings conducted Stakeholders are aware of literacy efforts RtI Teams & Stakeholders collaborate to support literacy efforts	% of RTI teams, NDOE, and school and teacher staff who report support for implementation of early literacy reading instruction and interventions	Levels of Collaboration (LoC) Survey State Self-Reflection LSIP State Snapshots	Annually in Spring for LoC survey beginning in Year 2 of this SSIP cycle Annually in winter for State Self-Reflection Quarterly review of LSIPs Annually, in spring, for State Snapshots