

ECLIPSE

Excellence from Coaching in Literacy for
Intensive Preparation in Special Education

IDEA-B Panel
February 25, 2022

Investing for tomorrow, delivering today.



Agenda

- State Systemic Improvement Plan (SSIP FFY2020) Overview
- Questions and Answers

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SSIP Overview

State Systemic Improvement Plan (SSIP FFY2020)

- The SSIP addresses Indicator 17 of the State Performance Plan Annual Performance Report (SPP/APR), a results driven accountability requirement
- A yearly Federal accountability report submitted to OSEP
- Submitted February 1, 2022; unpublished report at this time



SIMR

State Identified Measurable Result (SIMR)

- SIMR: Increase the reading proficiency of students with disabilities in second grade measured by statewide-standardized reading assessments
- Istation is the current statewide standardized reading assessment

SIMR Process

- Three stakeholder feedback gathering events were held
- Data sets from 2018-2019 and 2019-2020 were analyzed
- Unofficial REC data was analyzed for the 20-21 SY
- COVID-19 impacts for future years were considered
- Historical data of baseline 2019 the program was at 12.4% proficiency
- Proficiency targets have been set at:
 - 2020 16.5%
 - 2021 16.5%
 - 2022 17.0%
 - 2023 17.6%
 - 2024 18.6%
 - 2025 20.1%



Theory of Action and Logic Model



Theory of Action

ECLIPSE Theory of Action

Vision: All students with disabilities in New Mexico are engaged in high quality curriculum and instruction that lead to the development of lifelong literacy skills.

Beliefs			
Students want to learn	Educators want to be effective	Student learning and educator effectiveness can improve	Effective instructional coaching and professional development can change teaching behaviors and student outcomes
<ul style="list-style-type: none"> Public Education Department-Special Education Division, Priority Schools Bureau, Literacy Bureau Regional Education Cooperatives CORE NMSU Instructional Coaches Parent training and information centers Stakeholders (families, teachers, principals, special education directors) SPDG and IDEA B 	<p>Activities</p> <ul style="list-style-type: none"> Targeted assistance Ongoing, job embedded, regional, and local professional development Instructional coaching Parent trainings 	<p>Outputs</p> <ul style="list-style-type: none"> Barriers to implementation overcome Empowered teachers More educators involved in professional development activities Students engaged in learning and leadership strategies Changes in educator mindsets to a growth mindset Increases in parent participation and support for education More resources to support student improvement 	<p>Impacts</p> <ul style="list-style-type: none"> Meaningful student and educator relationships Nurturing learning environment Increased teacher satisfaction Academic gains for students with disabilities Achievement gaps reduced Overall school improvement
Phase 1: Exploration	Phase 2: Planning	Phase 3: Deployment	Phase 4: Refinement

Logic Model

ECLIPSE Logic Model

Inputs	Strategies/Activities	Outputs	Outcomes
<ul style="list-style-type: none"> Public Education Department-Special Education Division, Priority Schools Bureau, Literacy Bureau Regional Education Cooperatives Combined Funding (IDEA B and SPDG) Internal Professional Development Providers IDEA State Advisory Panel New Mexico State University (NMSU) 	<ul style="list-style-type: none"> Ongoing job-embedded, centralized, regional, online and local PD Virtual/on-site coaching for teachers on evidence based practices learned through PD Leadership support and PD for school administrators including school culture, growth mindset, and using data driven instruction Targeted assistance by Special Education Division, feedback, data analysis, and follow up support as needed Parent trainings on reading interventions at home 	<ul style="list-style-type: none"> Number of training held, number of teachers, and number of principals received professional development Number of hours of PD provided per participant Meaningful student and educator relationships Number of leadership PD Number of hours of coaching provided to number of teachers Number of targeted assistance visits to participating schools Increased resources to participating schools Number of trainings provided to number of parents 	<ul style="list-style-type: none"> Teachers gain knowledge and skills to implement evidence based literacy instruction Leaders are empowered to change school culture, growth mindset, and data driven decision making and instruction Increased awareness of barriers and possible solutions Parents are empowered to support reading interventions and become more involved in school (knowledge, skills, and confidence to monitor child's reading) as measured by survey after parent literacy event High quality implementation of evidence based literacy instruction Leaders are supported and identify with high quality literacy instruction Increased student engagement by teacher survey Barriers to implement evidence-based reading interventions overcome Schools improve parent opportunities and provide additional support Increase meaningful parental engagement in reading with children (number of PD and use of strategies) K-3 literacy for SWDs increases at participating schools



Implementation-Evaluation Plan

Implementation-Evaluation Plan

New Mexico SSIP Implementation-Evaluation Plan 2020-2021		
Key Deliverables		
Planning/Operational Activities	Date	Status
Identified ECLIPSE school participants. Identified ECLIPSE school participants	Summer 2020	Completed
ECLIPSE team analyzed/reviewed coaching logs & supplies/PD expenditures	Monthly	Completed
Conducted a program analysis to determine strengths and needs	Spring 2021	Completed
Used qualitative and quantitative data from a variety of source (i.e. coaching logs, surveys, TA logs) to guide strategic plans	Spring 2021	Completed
Developed a strategic plan to identify long terms, intermediate, and short term goals	Spring 2021	Completed
Reviewed invoices from CORE NMSU & REC 7 for reimbursement	Monthly	Completed
Submitted Scope of work for ECLIPSE program evaluator	Spring 2021	Completed
Requested Request for Proposal for ECLIPSE program evaluator	Summer 2021	Completed
Interviewed and hired a Curriculum Specialist for ECLIPSE program	Spring 2021	Completed
Reviewed IGA's with CORE NMSU, REC 6, REC 7 for SY 21-22	Spring 2021	Completed
Data Analysis		
REC 6 analyzed BOY and EOY data from participating schools	Oct 2020-May 2021	Completed
Support for Schools		
IGA with REC 6 for data analysis and targeted assistance	Oct 2020-May 2021	Completed
Instructional coaching (via online platforms)	Oct 2020-May 2021	Completed
IGA with CORE NSMJ for instructional coaching services, webinars, supplies/PD reimbursement	Oct 2020-May 2021	Completed
Six webinars for ECLIPSE SPED teachers & principals by CORE NMSU	SY 20-21	Completed
Surveys sent for the CORE NMSU webinars	SY 20-21	Completed
CORE NMSU provided PD to School Implementation Partners	Oct 2020-May 2021	Completed
Stakeholder Engagement		
EOY All Stakeholder Survey sent out and analyzed	Spring 2021	Completed
Implemented monthly CORE NMSU & SED team meetings	SY 20-21	Completed
ECLIPSE APS work began	January-May 2021	Completed
IGA with REC 7 for parent/family engagement activities	Oct 2020-May 2021	Completed
REC 7 monthly invoice reports with survey feedback	Oct 2020-May 2021	Completed

Updates to Implementation-Evaluation Plan

- Focused on improving literacy outcomes for K-3 SWDs
- Coordinated with statewide literacy initiative based on Structured Literacy methodology
- Internal program evaluation done
 - Major categories of improvement identified:
 - data analysis
 - curriculum and instruction
 - stakeholder engagement
 - communication



Infrastructure Improvement

Infrastructure Improvement

- Planning/Operations Activities
- Data Analysis
- Support for Schools
- Stakeholder Engagement

New Infrastructure Improvement Strategy

- Collaborative Conversations

Next Steps for Infrastructure Improvement

- Planning Operational Activities
 - Evaluator
 - Roles and Responsibilities
 - Development of School Participation Steps
 - Communications and marketing
 - Expansion
- Data Analysis
 - Site visits
 - Tableau
 - Usability Study
 - Data-based Targeted Assistance/PD
- School Support Services
 - Professional Development PD (Administrator and Teacher)
 - Allocations
 - Targeted Assistance
- Stakeholder Engagement
 - Parent/Family Engagement
 - APS ECLIPSE Team
 - Community
 - Contractors
 - Collaborative Conversations
 - PED Partnerships



Evidence-Based Practices



Evidence-Based Practices SY 20-21

- Data driven instruction
- Tier 1 instruction, intervention, standards
- School Culture: Family Engagement



Next Steps Evidence-Based Practices



Next Steps Evidence-Based Practices-SY 21-22

- Data Driven Instruction
- Leadership, Observation, Coaching, Feedback Cycles
- School Culture: Family/Community Engagement
- School Culture: Teacher Collaboration
- Structured Literacy PD and Implementation



Stakeholder Engagement

Stakeholder Engagement Key Improvement Efforts

- 1) ECLIPSE program coordinators presented data and program updates to the state IDEA Panel (members include: parents, advocates, educators) during the 2020-21 school year. IDEA Panel members participated and were engaged in the ECLIPSE program presentation. The IDEA Panel committee met as a small group to discuss the program at the conclusion of the day. The ECLIPSE IDEA Panel committee provided feedback using the specific-measurable-attainable-relevant-time based (SMART) goal process along with the Istation data.
- 2) One ECLIPSE stakeholder meeting was held during 2020-2021 via the Zoom online platform. Stakeholders included the ECLIPSE site, Education Cooperative Executive Directors (REC'S), Special Education Directors, ECLIPSE Principals, ECLIPSE Special Education Teachers, NMSU Director, and Regional Education Cooperative Contractors. Stakeholders were provided with ECLIPSE program details for the school year. Stakeholders provided verbal feedback about the ECLIPSE program at the conclusion of the meeting.
- 3) Parent engagement stakeholder meetings were held via online platforms to provide direct explicit literacy training to parents via hands-on training. Once trained, parents could engage their students' in fun literacy activities at home. Regional Education Cooperative (REC) contractors provided bags with the hands-on literacy materials to each school prior to the online parent training. Parent survey data following the training indicated positive results; parents were pleased with the literacy tools that could be utilized at home with their child. Since the training was online, many parents and their children attended the interactive family literacy event.
- 4) All stakeholder groups participated in SIMR feedback meetings and feedback surveys. The external and internal ECLIPSE stakeholder groups provided needed input on the SIMR. This feedback has helped the ECLIPSE team to coalesce our five-year SIMR plans for improvement of literacy for students with disabilities.
- 5) An online end of year survey was sent to all ECLIPSE stakeholders as the 2020-2021 school year ended. The feedback from this survey was used in the development of an ECLIPSE strategic plan focused on short-term goals, intermediate goals, and longer-term goals.



Next Steps Stakeholder Engagement

Next Steps Stakeholder Engagement

- In the next fiscal year, we plan to increase participation in family literacy activities. Engaging families in literacy events supports progress towards the SIMR because families learn about how to reinforce EBPs their students are being taught at school.



Questions & Answers

Questions

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