



## ALIGNMENT AND EVALUATION PLAN

### ARKANSAS STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) AND STATE PERSONNEL DEVELOPMENT GRANT (SPDG)

SSIP Structure



Phase I: Data and infrastructure analysis



Phase II: Development of implementation and evaluation plans

Phase III: Focus on strategy implementation



Scale a coherent system of support for educators and administrators aligned throughout DESE

- Frameworks for improvement: High Reliability Schools
- Distributive leadership: Inclusive Practices Project, Effective Practices for Inclusive Education Project, and Inclusive Education Support Specialists Training of Trainers
- Inclusive Administrator Leadership
- Evidence-based instructional practices: Science of Reading, Strategic Instructional Model, high-leverage and inclusive practices, and Universal Design for Learning
- Multi-tiered systems of support: AR THRIVE and RTI Arkansas

Transform personnel development through the implementation of competency-based professional learning to scale Arkansas's multi-tiered systems of support (RTI/MTSS) and inclusive practices model, including Universal Design for Learning and other evidence-based practices, to increase student success in behavior and academics, with a focus on literacy (SPDG funded)

**SSIP State Identified Measurable Result (SiMR):** Increase in student value-added reading scores for students with disabilities

#### SSIP Assessment Tools

- State Capacity Assessment (SCA) Version 2.6
- SSIP Infrastructure Development, Planning, and Progress Measurement Tool: Using Implementation Drivers and Stages of Implementation

#### SPDG Assessment Tools

- State Capacity Assessment (SCA) Version 2.6
- Coaching Fidelity of Implementation Rubric
- Principal and Educator Self-Efficacy Survey
- Observation Checklist for High-Quality Professional Development (HQPD) Version 3
- Professional Learning Impact Survey
- Inclusive Practices Needs Assessment

#### SPDG Expected Outcomes

- Increase educator capacity to proficiently implement high-leverage and other evidence-based instructional practices within daily instruction for academics and behavior
- Increase educator self-efficacy for improving outcomes for students with disabilities
- Increase student value-added reading scores for students with disabilities



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**SSIP Infrastructure Development, Planning, and Progress Measurement Tool**

Stages of Implementation Descriptor and Point Assignment	Competency Drivers			Performance Assessment	Organizational Drivers			Leadership Drivers
	Selection	Training	Coaching	(Fidelity)	Decision Support Data System	Facilitative Administration	Systems Intervention	Technical and Adaptive
<b>Full Implementation Stage: 5</b> Actively working to make full use of the evidence-based practices identified in the SSIP as part of the SEA's typical functioning	5.0	4.5	4.5	5.0	4.5	5.0	4.5	5.0
<b>Initial Implementation Stage: 4</b> Actively engaged in learning how to do and support the implementation of the SSIP evidence-based practices								
<b>Installation Stage: 3</b> Preparing for the implementation of the SSIP evidence-based practices								
<b>Exploration Stage: 2</b> Actively considering how to implement the SSIP evidence-based practices								
<b>Pre-Exploration Stage: 1</b> Becoming aware of SSIP requirements								
<b>Average Score</b>	4.17			4.0		4.5		5.0

**State Capacity Assessment (SCA)**

