Connecticut State Department of Education

Part B State Systemic Improvement Plan (SSIP)

State Performance Plan/Annual Performance Report

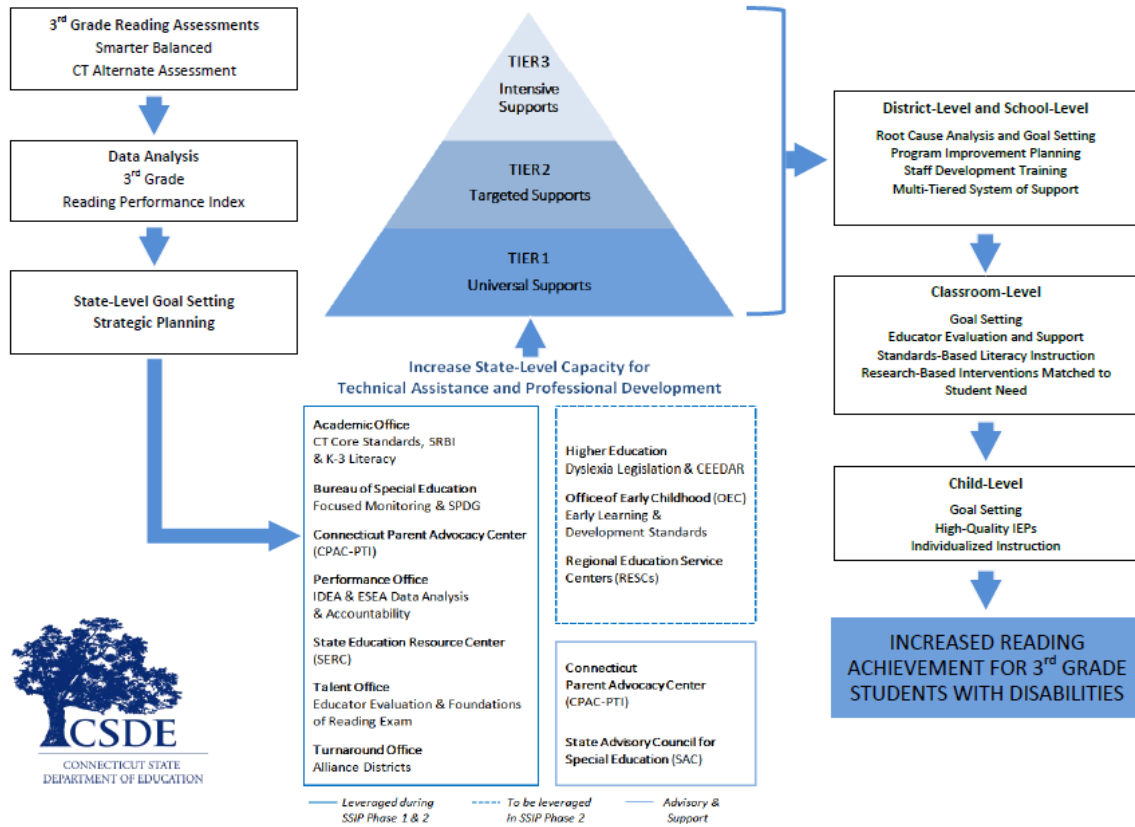### Indicator 17 – Phase III (Year 3)

April 2019

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CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

———— Leveraged during
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An Overview: Connecticut's Tiered Cohort Model
Connecticut's SSIP Implementation Plan is based on a tiered cohort model in which each district in the state has been assigned to one of three cohorts (A, B and C). Districts in each cohort are further identified to receive different levels of support (Tier 1 – Universal, Tier 2 – Targeted, Tier 3 – Intensive). Because SSIP district activities (i.e., technical assistance, monitoring and professional learning) span more than one school year for each cohort, the following table is being provided to clarify the activities for each school year during Phase III.

SSIP Phase III Tiered Activities for each School Year (SY)			
2015-16 SY	2016-17 SY	2017-18 SY	2018-19 SY
Cohorts A, B and C – Tier 1 Universal Support (Pilot)	Cohorts A, B and C – Tier 1 Universal Support	Cohorts A, B and C – Tier 1 Universal Support	Cohorts A, B and C – Tier 1 Universal Support
Cohort A – District Selection for Tier 2 Support (Pilot)	Cohort A – Tier 3 Follow-Up Professional Learning Activities (Pilot)	Cohort B – Tier 2 and Tier 3 Follow-Up Professional Learning Activities	Cohort C – Tier 2 and Tier 3 Follow-Up Professional Learning Activities
Cohort A – Tier 3 Technical Assistance and Professional Learning (Pilot)	Cohort A – Tier 3 Follow-Up Monitoring (Pilot)	Cohort B – Tier 3 Follow-Up Monitoring	Cohort C – Tier 3 Follow-Up Monitoring
	Cohort B – District Selection for Tier 2 Support	Cohort C – District Selection for Tier 2 Support	Cohort A – District Selection for Tier 2 Support
	Cohort B – Tier 2 Technical Assistance	Cohort C – Tier 2 Technical Assistance	Cohort A – Tier 2 Technical Assistance
	Cohort B – District Selection for Tier 3 Support	Cohort C – District Selection for Tier 3 Support	Cohort A – District Selection for Tier 3 Support
	Cohort B – Tier 3 Technical Assistance and Professional Learning	Cohort C – Tier 3 Technical Assistance and Professional Learning	Cohort A – Tier 3 Technical Assistance and Professional Learning

Improvement Strategies

State-Level Activities

SSIP Leadership Team
The SSIP Leadership Team continued to meet to analyze data, plan professional learning opportunities and review input from stakeholders, which continues to inform the SSIP processes over the past year. Collaborative meetings between CSDE and State Education Resource Center (SERC) staff were also used to plan district-level technical assistance and professional learning activities.

Web-based Repository of SSIP Resources
The repository of resources (Tier 1 – Universal Supports) was updated this year. The Web page holds resource documents focusing on evidenced-based instructional practices and best practices for evaluating and instructing students with specific learning disabilities/dyslexia and can be found at: http://portal.ct.gov/SDE/Special-Education/State-Systemic-Improvement-Plan-SSIP.

District Literacy Evaluation Tool (DLET) Revision
As a result of discussions that occurred during the 2017-18 Cohort C Tier 2 meetings, the SSIP Leadership Team made the decision to revise the District Literacy Evaluation Tool (DLET), expanding the response scale to include the option of "Initially in Place" (see Appendix).

Increased Intra-agency Collaboration
Continued collaboration between the BSE and other offices in the agency has been essential to ensuring a coordinated effort for district improvement planning strategies. Consistent with the State's Theory of Action, staff from the BSE have participated in the Turnaround Office's Beginning of Year and Middle of Year Monitoring activities. This model supports connections between continuous improvement efforts occurring in shared districts across the agency.

Data Analysis and Selection of Cohort A Tier 2
FFY 2017 Smarter Balanced (SB) assessment data were analyzed to select nine districts to receive SSIP Tier 2 support during FFY 2018. Data were analyzed using a two-part decision rule. First, districts in Cohort A were rank ordered from highest to lowest for the performance of third grade students in the statewide literacy assessment. Next, an ordering of the achievement gap between students with disabilities (SWD) and their typical peers was overlaid on the rank ordering to identify districts with the lowest achievement for SWD in combination with the largest gap between SWD and students not receiving special education and related services. This year, nine districts were identified through the data analysis process to receive Tier 2 level support. Two districts, whose data were close to meeting the selection criteria, were given the option of participating in the activities (one of the two districts opted to receive the support).

Data Analysis and Selection of Cohort A Tier 3
Similar to past practice, the District Literacy Evaluation Tool (DLET) self-assessment results were reviewed to select the districts for which Tier 3 support is currently being provided. After each district received support to review the district team members' individual scores and come to consensus on a reconciled score for each of the indicators on the self-assessment instrument, the total scores were ordered. Five districts with a total of 71 percent or less in their implementation average were selected to receive Tier 3 supports during FFY 2018.

SSIP Evaluation Report
While the original intention of the SSIP Leadership Team was to secure the services of a new external evaluator, it was determined that at this phase of implementation, it would not be an efficient use of time to orientate a new evaluator to the work already accomplished. As a result, CSDE staff completed the data collection, data analysis, evaluation reviews and prepared the SSIP report again this year.

District-Level Activities and Evidence-Based Practices

During the third year of the implementation phase of the SSIP, there has been a continued emphasis on district-level activities.

ReadConn
ReadConn is a K-3 reading professional learning initiative that is designed to support the implementation of evidence-based literacy instruction aligned to the Connecticut Core English/language arts Standards. The ReadConn initiative uses a combination of in-person meetings and online modules to address the following components of reading:

- Phonological Awareness and Language
- Phonics
- Advanced Word Recognition and Fluency
- Vocabulary and Comprehension

As mentioned in the 2018 SSIP report, more specific content related to the instruction of students with disabilities was added to the training presentations and materials for the ReadConn initiative this past year. A new requirement for increased special educator membership on participating district teams was also introduced.

Level One Dyslexia Specialist Certificate
The Capitol Region Education Center (CREC) provided a professional learning series for educators across the state including the 12 Cohort C Tier 2 districts. The four-day workshop provided participants an opportunity to learn about Structured Language Instruction and receive a Level One Dyslexia Specialist Certificate.

Assistive Technology and Accessible Educational Materials
This in-district professional learning opportunity was designed to assist schools in reviewing their infrastructure around assistive technology (AT) and accessible educational materials (AEM) in terms of philosophy, policies, structures and practices.

IEP Development
Consistent with the CSDE's Theory of Action, this professional learning activity focused on familiarizing Cohort C Tier 3 district general education and special education staff on the IEP Rubric tool and reviewing individualized education programs (IEPs) for students with an annual goal in the area of reading. Developed by SERC, the IEP Rubric tool is designed to measure the quality of IEP development for students with disabilities. The IEP Rubric defines 14 indicators needed for quality IEP development. The rubric is designed to be analyzed holistically as well as by individual indicator.

Differentiated Professional Learning Support for Cohort C Tier 3
The CSDE, in collaboration with our partners at SERC, provided differentiated, in-district PL support on evidence-based practices for Cohort C Tier 3 districts during the 2018-19 school year. Based on the identified area of focus from the Tier 3 technical assistance session the previous school year, SERC staff worked with district leadership during the summer of 2018 to develop a proposal for the follow up in-district support. Proposals included the following components: Goal/Outcome, Objectives, SERC and District Activities; and defined the Services, Audience, Number of Days and Fee for each session. The proposals were then submitted to the BSE for review and approval.

Technical Assistance for Cohort A Tier 2
Due to the previous high approval rating from stakeholders who have recognized this as an effective process, this year's Tier 2 technical assistance remained the same as in previous years. CSDE and SERC staff facilitated this session with teams from the nine Tier 2 Cohort A districts. Following the in-district session, each of the districts receives its own summary document containing (1) the reconciled scores for the DLET indicators, (2) a list of areas of strength and areas for improvement based on the conversation during the session, (3) data considerations, and (4) related resources.

Technical Assistance for Cohort A Tier 3
This session is designed to take a deeper look into the district's early literacy practices by examining information from the DLET summary and discussing possible opportunities and obstacles around specific focus area(s) for improvement. Time is also spent discussing how potential action steps can be integrated into existing district improvement efforts.

Overview of the Evaluation

The CSDE's SSIP Evaluation Plan is based on the following three evaluation questions:

Evaluation Question 1: To what extent is the SSIP improving state-level capacity for supporting districts and schools in implementing and scaling-up evidence-based practices to improve reading for students with disabilities?

> The SSIP continues to be a lever to improve Department practices. Most prominently, the SSIP's focus on improving early literacy results for SWD prompted a revision to the content of the State's primary professional learning initiative for early literacy instruction – ReadConn. While instruction for SWD was always present in the professional learning

activities for participants, the increased intra-agency collaboration at the state-level has supported coordinated efforts between the BSE and the Academic Office to make the inclusion of SWD in the ReadConn professional learning activities and materials more explicit. Similarly, there has been a coordination of efforts between the BSE and Turnaround Office to provide the State's Opportunity Districts (the ten lowest performing districts) with support. BSE staff are now included in the internal review meeting process as well as meetings with district personnel to review and discuss the districts' improvement efforts this year.

Evaluation Question 2: To what extent is the SSIP enhancing <u>district-and school-level capacity</u> for implementing and sustaining evidence-based practices to improve reading for students with disabilities?

As stated previously, the content of the ReadConn activities was revised to include more specific information on reading instruction for SWD. The second cohort of ReadConn participants included 41 school teams from 25 districts throughout the state. The district teams were primarily composed of special educators along with literacy leaders and general education teachers. The professional learning online platform for ReadConn provides educators with a virtual learning community where users have on-demand access to engaging, high quality, evidence-based content. A total of 2,521 users had accessed the online platform (including participants from both ReadConn Cohort 1 and Cohort 2) by the end of June 2018.

SSIP Cohort C Tier 3 districts also received individualized professional learning support during the 2018-19 school year. The focus areas for these activities included best practices in literacy assessment and targeted instruction, effective models for co-teaching, and the use of scientific, research-based interventions through a multi-tiered system of support (MTSS).

Evaluation Question 3: To what extent is the SSIP increasing the reading performance of third-grade students with disabilities statewide?

Data analysis of the Smarter Balanced assessment/SIMR data shows that the reading performance of third-grade students with disabilities has increased over the FFY 2014 baseline. Further analysis of four years of trend data demonstrates that the gap in performance between SWD and their typical peers has continued to decrease each year.

Key Changes to Implementation and Improvement Strategies

Since this is the third year of Phase III, there were not many changes to implementation and improvement strategies. One of the most prominent changes to SSIP implementation this year was the increased connection to ReadConn as a means of promoting the use of evidence-based literacy instruction to greater numbers of practitioners who work with SWD. The process of developing a unique professional learning plan with each of the Cohort C Tier 3 districts in order to differentiate the follow-up support provided by SERC was also new this year.

B. Progress in Implementing the SSIP

The SSIP Leadership Team, in collaboration with consultants from SERC, reviewed the feedback that was provided by Cohort C districts as well as the anecdotal notes taken by facilitators during the DLET reconciliation process for the purpose of revising the tool. Another revision of the DLET was accomplished prior to the start of the 2018-2019 school year. In addition, that collective team analyzed the composite Cohort C DLET results to identify topic areas for which professional learning could be developed/provided. Further, the SSIP Leadership Team collaborated with the providers of ReadConn to expand the content of that training to focus on the needs of SWD.

The Special Education Division Director continues to provide the means for the sharing of accurate and timely communication across Department offices. This communication provides a consistent voice regarding the SSIP work on the Department's administrative team. In addition, the Director's participation in regularly scheduled regional meetings across the state, has provided a direct means of both sharing information and gathering feedback regarding the SSIP from LEA Special Education Directors.

The revised CSDE Web site that went live in early 2018 continues to be updated as new materials become available. Specifically, five new online professional learning modules, addressing the literacy development of students in grades K-5, were posted in February 2019.

The work of the Department's Turnaround Office has been expanded with the creation of Cross-Divisional Teams that include a Consultant from the BSE for each of the state's ten Opportunity Districts. This increased collaboration allows for the expanded consideration of the needs of SWD within district plans, with a particular focus on early literacy.
Additionally, for those Opportunity Districts identified for SSIP support, the Turnaround Consultant assigned to that district participated as part of the SSIP Team.

The notification of Cohort A Tier 2 districts included an explanation of the process through which such districts were identified. In addition, demographic and accountability data were shared with districts for the purpose of review/analysis and to further inform the DLET reconciliation process. All Cohort A Tier 2 districts were provided with a summary document to reflect the outcome of that process, including the identification of strengths, potential areas of focus as well as a list of resources targeted to the district's identified needs.

Tier 1 Support

As reported in the 2018 SSIP Report, ReadConn (Year 2) was delayed until the spring of 2018 due to a delay in the adoption of a state budget. In the fall of 2018, work continued with the cohort that had begun the previous school year (Year 2) and a new cohort (Year 3) was introduced at that time as well. Additionally, the content of ReadConn was enhanced to include components specifically related to the teaching of reading to students with disabilities. Further, the required composition of district teams was revised to utilize special education staff as the primary team members.

The Web-based repository of resources was updated this year to include additional materials addressing evidence-based instructional practices and best practices for evaluating and instructing students with specific learning disabilities/dyslexia. Among the five new online professional learning modules addressing early literacy is one with a specific focus on literacy success for students with disabilities. This course explores the Universal Design for Learning (UDL) framework and how it can be applied to provide appropriate scaffolds and supports to create rigorous learning environments where all students are encouraged to achieve goals that represent high expectations.

Tier 2 Support

The ongoing review of Tier 2 DLET results continued to identify the appropriate identification and provision of Assistive Technology (AT) and Accessible Educational Materials (AEM) as an area of need across the state. This need was further corroborated through the BSE's 2018 Desk Audit and IEP File Review process, conducted though its General Monitoring and Supervision efforts. IEPs were reviewed for the purpose of determining appropriate eligibility to take the state's alternate assessments. The absence of appropriate AT and AEM in the IEPs of students, including those identified as having a significant cognitive impairment, was a theme identified through that review process.

As a result, the SSIP Leadership Team decided to focus supports for Tier 2 Districts on:

Assistive Technology and Accessible Educational Materials
An in-district professional learning opportunity that assisted schools in reviewing their infrastructure around assistive technology (AT) and accessible educational materials (AEM) in terms of philosophy, policies, structures and practices (DLET Indicator D7) was offered to all 12 Cohort C Tier 2 districts. The sessions addressed the development of an AT Team, the establishment of an AT cycle (consideration-assessment-documentation-implementation and evaluation), the evaluation of existing inventory, as well as the consideration of best practices for the documentation of AT in the IEP. Further, participants practiced the decision-making process around the provision of AEM, considered how to provide equitable access to educational materials through the use of AEM, and developed an action plan to implement AEM and build a sustainable system to ensure the delivery of accessible materials in a timely manner and on a regular basis.

The CSDE expanded its collaboration with the Capitol Region Education Center (CREC) to make a professional learning series available to Cohort C Tier 2 districts. Six sessions of this workshop series were offered, one in each of the state's regional centers.   The four-day workshop provided participants an opportunity to learn about Structured Language Instruction and receive a Level One Dyslexia Specialist Certificate.

Structured Language Series: Level One Dyslexia Specialist Certificate Four-Day Workshop
Participants learn systematic, structured methods for teaching decoding, encoding, and oral and written expression to students with learning disorders and specific language disabilities. Participants will have the opportunity to define and model strategies to teach students who have

specific reading disabilities; identify skills needed to develop basic proficiency in reading and spelling; and learn the developmental progression of oral language skills that prepare students for reading proficiency. Participants will receive the books "Speech to Print: Language Essentials for Teachers" by Louisa Moats P.D. and "Multisensory Teaching of Basic Language Skills" by Beverly J. Wolf M.Ed. and Judith Birsh Ed.D. Participants define and model strategies to teach reading and spelling to students who have specific learning disabilities in reading; and identify skills needed to develop basic proficiency in reading and spelling.

Tier 3 Support

In addition to having the option of accessing the Tier 1 and Tier 2 supports, the five Cohort C districts identified to receive Tier 3 support were provided with customized professional learning, informed by the results of the DLET and developed collaboratively between district personnel, SERC consultants, and BSE staff. Areas of focus for the Tier 3 Districts included:

a. Developing a coherent process of assessing students for the purpose of identifying specific needs, targeting appropriate interventions, and effectively progress monitoring;
b. Increasing the access, participation and progress of students with disabilities in the general education curriculum;
c. Creating/refining and consistently implementing an effective scientific research-based intervention (SRBI) system (two districts);
d. Aligning the instructional and intervention practices of regular and special education personnel with regard to assessment, materials, strategies, and progress monitoring tools.

Stakeholder Involvement in SSIP Implementation

State Advisory Council on Special Education
Connecticut's State Advisory Council (SAC) on Special Education serves as one of the primary stakeholder groups for the SSIP work. The recent increase in participation and membership has resulted in a SAC that is comprised of multiple parents, two students, representatives of advocacy groups (CT Parent Advocacy Center, CT Commission on Women, Children and Seniors, Disability Rights CT, Center for Children's Advocacy), representatives of public, private, and charter schools, a representative from CT's General Assembly, as well as representatives from multiple state agencies (CSDE, Department of Children and Families, Department of Developmental Services, Corrections, and the Judicial Department). The SAC receives information on SSIP implementation, progress data and improvement strategies and has the opportunity to provide feedback to the BSE as well as share information with constituents. This past year, BSE staff met with the SAC to review SIMR trend data on districts that have received support and to seek input on potential changes to SSIP focus/implementation

Connecticut Council for Administrators of Special Education (ConnCASE) Regional Forums
The Special Education Division Director meets on a regularly scheduled basis with LEA Special Education Directors representing the six regions of the state. These regional forums provide a means for the sharing of information with regard to the state's SSIP process and allows for the provision of feedback and discussion regarding state-wide needs around early literacy for SWD from the LEA perspective to help inform future planning for technical assistance and professional learning.

District Staff Participating in SSIP Tier 2 and Tier 3 Technical Assistance Activities
The BSE regularly communicates with districts involved in the SSIP work to evaluate the content and delivery of the technical assistance and professional learning activities. The input from these stakeholders is an essential component in informing the continuous improvement process for early literacy initiatives in the state. For example, the SSIP Leadership Team used information provided by district stakeholders to focus the FFY 2017 Tier 2 level follow up support in one targeted area – assistive technology and accessible educational materials.

This past year, stakeholders from Cohort C Tier 3 districts were asked to provide specific feedback to the SSIP Leadership Team to inform decision-making regarding future SSIP activities. Surveys were distributed each district team member after each technical assistance/professional learning session and results were reviewed and discussed at SSIP Leadership Meetings. The respondents represented a cross-section of district staff serving in the following positions:

- Superintendents
- Assistant Superintendents
- District Curriculum/Literacy Administrators
- Directors of Special Education/Pupil Personnel Services
- Elementary School Principals
- General Education Teachers
- Special Education Teachers
- Literacy Coaches
- Reading Teachers/Interventionists
- Speech and Language Pathologists

In the spring of 2018, the CSDE sent an evaluation to the Cohort C Tier 3 districts (n=5) seeking input from these stakeholders on the technical assistance and professional learning sessions provided to the districts.

The technical assistance activity focused on assisting district staff in identifying priority areas in regard to developing district infrastructure to support improved reading outcomes for students with disabilities. Each of the stakeholders was asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree) with seven statements. The percentage of participants to select Agree or Strongly Agree to each item are provided in the below table:

Survey Item	Percent Agree	Percent Strongly Agree
1. The goals and purpose of the SSIP have been clearly communicated to our district team.	65	35
2. The DLET summary review provided useful information regarding our district's needs with respect to early literacy practices.	70	30
3. The district will benefit from the process of identifying an early literacy "Area of Focus" through improvement efforts over time.	60	40
4. The pacing and amount of information discussed was appropriate for the time allocated.	70	25
5. The information was presented in a way that promoted active engagement with opportunities for processing and collaboration.	55	45
6. The facilitators were well-prepared and able to respond to our questions.	55	45
7. The next steps in the SSIP process were clearly communicated to our district team.	80	15

The professional learning activity focused on familiarizing district general education and special education staff on the IEP Rubric tool and reviewing student individualized education programs (IEPs) for students with an annual goal in the area of reading. For this activity, each of the stakeholders was asked to indicate their level of agreement (Strongly Disagree, Disagree, Agree, Strongly Agree). The percentage of participants to select Agree or Strongly Agree to each item are provided in the below table:

Survey Item	Percent Agree	Percent Strongly Agree
1. The goals and purpose of the SSIP have been clearly communicated to our district team.	44.4	44.4
2. The IEP analysis activity was helpful and informative.	22.2	70.4
3. The IEP rubric will be a beneficial tool to inform the district's IEP development efforts over time.	33.3	59.3
4. The pacing and amount of information discussed was appropriate for the time allocated.	51.9	40.7
5. The information was presented in a way that promoted active engagement with opportunities for processing and collaboration.	25.9	70.4
6. The facilitators were well-prepared and able to respond to our questions.	18.5	77.8
7. The next steps in the SSIP process were clearly communicated.	63.0	18.5

Stakeholders from Cohort C Tier 3 Districts were also able to provide feedback on the following open-ended response items:

1. What was the most beneficial aspect of the Tier 3 SSIP session(s)?

2. What, if any, direct actions will you take as a result of these session(s)?
3. Please share your suggestions for improving these session(s) for other district teams.
4. Please share your suggestions for additional professional learning opportunities for your district team during the 2018-19 school year.

Comments provide additional context for the ratings. In almost all cases, the stakeholder comments were positive. Some representative examples are provided in the following table:

What was the most beneficial aspect of the Tier 3 SSIP session(s)?	Please share your suggestions for improving these session(s) for other district teams.
▪ *Discussing areas of need with other staff members to identify an area of focus*	▪ *Having representatives from all of the schools in the district*
▪ *The DLET review helped to identify areas of greatest need and concern for our district*	▪ *Even more examples of what other districts are successfully implementing*
▪ *Looking at our own IEPs and analyzing the strengths and weaknesses of our own IEP writing*	▪ *I thought the session was very informative and productive. I would not change anything*
▪ *Having discussions between special education and regular education teachers about all aspects of the IEP*	▪ *Would love to see more examples of exemplary IEPs*
What, if any, direct actions will you take as a result of these session(s)?	Please share your suggestions for additional professional learning opportunities for your district team during the 2018-19 school year.
▪ *Work more collaboratively with the entire special education staff in developing IEP goals and objectives*	▪ *Support with co-teaching as part of a push in model*
▪ *Share the IEP rubric with my coaching colleague*	▪ *Give more reg ed teachers the chance to understand the IEP process*
▪ *Focus on LRE and push-in services*	▪ *I would like to go through this process in creating an IEP for an upcoming meeting*
▪ *Create an SRBI team to work on strengthening our intervention process*	▪ *PD on Dyslexia would be beneficial for all teachers*

SSIP Web page
The annual SSIP reports have been posted on the CSDE's SSIP Web page. Stakeholders and interested parties have access to the reports for all three phases of the SSIP work. SSIP implementation information on data analysis, the State-identified Measureable Result (SIMR) infrastructure development, tiered district support activities and the on-going stakeholder involvement are included in these reports.

C. Data on Implementation and Outcomes

The CSDE has continued to rely on the DLET data as a means of gauging implementation fidelity, identifying individual district-level strengths and needs, and identifying consistent trends across the state for the purpose of informing the Department's technical assistance and professional learning plans. This year, particular emphasis was placed on the district-level results as a means of developing differentiated supports based on district-identified needs.

The DLET reconciliation process, facilitated by CSDE and SERC consultants, resulted in the implementation levels represented in the graphs below. Consensus responses to each of the indicators in the seven categories identified below were rated according to the range: (0) not in place; (1) initially in place; (2) partially in place; and (3) fully in place. The percentages represented below indicate the levels of implementation by category as well as a composite level of implementation level for the district. These data represent the five Cohort A Tier 3 Districts with whom the Department engaged during the 2017-2018 school year.

The following graphs show the percent of implementation for each of the DLET District Literacy Components:

- A. Assessing Students
- B. Reading Curriculum/Core Literacy Instruction
- C. Scientific Research-Based Interventions (SRBI)
- D. Students with Disabilities
- E. Professional Learning
- F. Systems
- G. Family Engagement

The results of the DLET reconciliation process were further used to inform the identification of a focus area for improvement for each of the districts. Using an established discussion protocol, district personnel individually and collectively analyzed the DLET summary for the purpose of identifying opportunities to leverage improvement efforts and consider potential obstacles to be addressed in an improvement plan that uses short-term, mid-term and long-term goals. Further facilitated discussion resulted in the selection of each district's Area of Focus, identified after the graphs that follow.

District Literacy Evaluation Tool (DLET) – District A
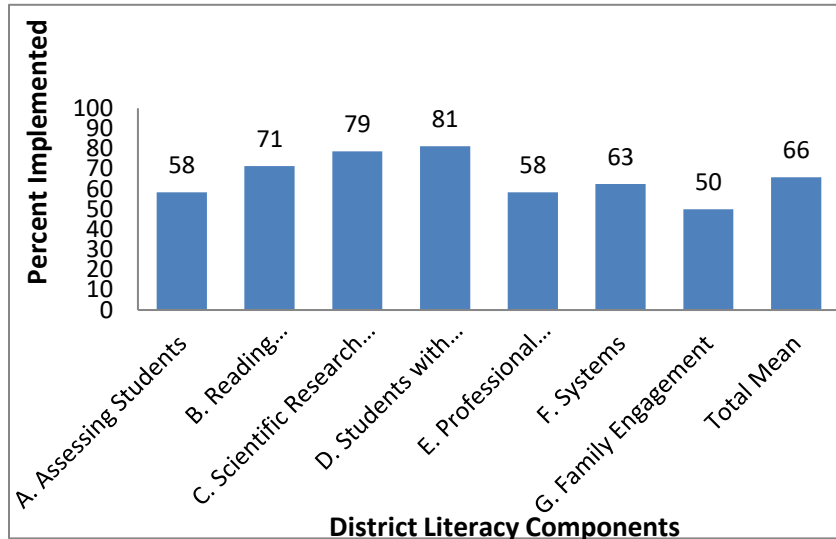
District A: Developing a coherent process of assessing students for the purpose of identifying specific needs, targeting appropriate interventions, and effectively progress monitoring.

District Literacy Evaluation Tool (DLET) – District B
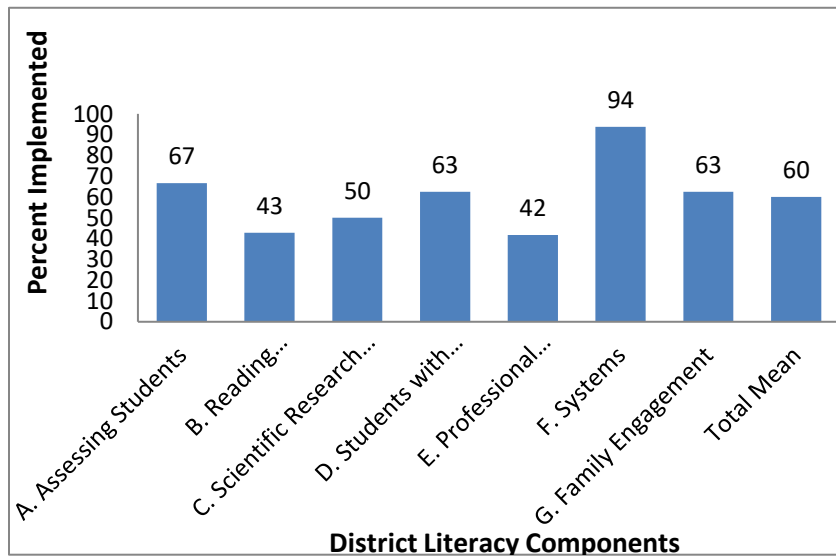
District B: Increasing the access, participation and progress of students with disabilities in the general education curriculum.
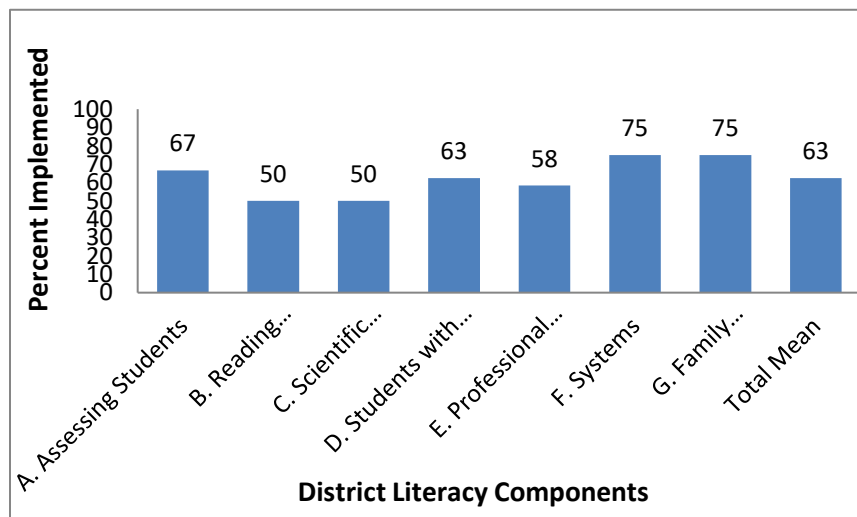
District Literacy Evaluation Tool (DLET) – District C
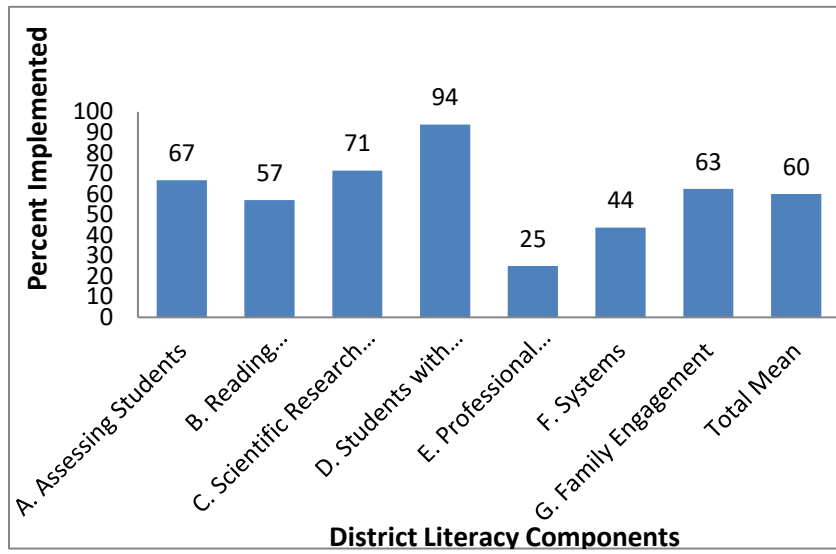
District C: Creating/refining and consistently implementing an effective scientific research-based intervention (SRBI) system.

District Literacy Evaluation Tool (DLET) – District D

District D: Creating/refining and consistently implementing an effective scientific research-based intervention (SRBI) system.

District Literacy Evaluation Tool (DLET) – District E
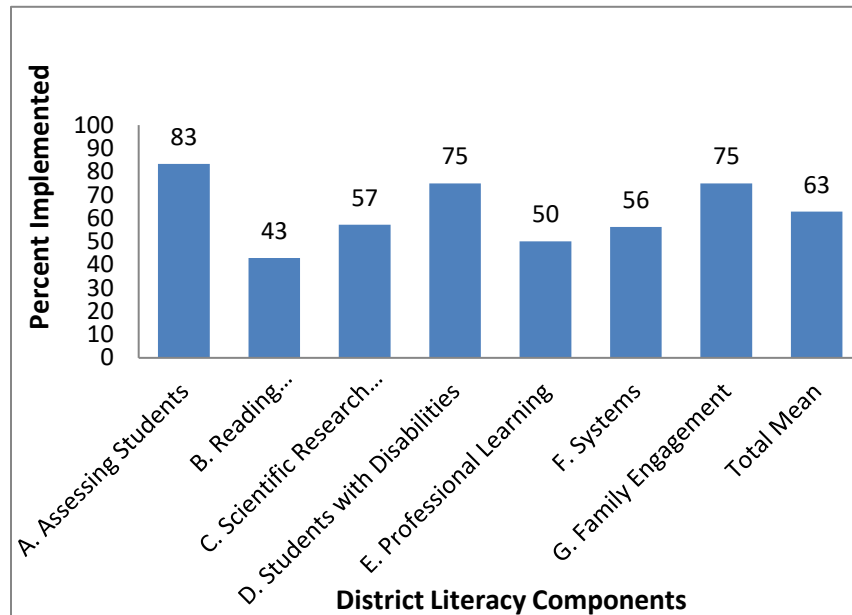
District E: Aligning the instructional and intervention practices of regular and special education personnel with regard to assessment, materials, strategies, and progress monitoring tools.

Progress Monitoring Outcome Data

With the conclusion of Phase III Year 3, the CSDE will have engaged with:

- ❖ **Twenty percent of Connecticut's school districts that have participated in SSIP-related activities**
- ❖ **300 district personnel who have completed the DLET and participated in early literacy improvement planning**
- ❖ **More than 150 general and special education teachers who have received training on IEP development**

Over the past three years, the data of the Cohort A Tier 2 districts reflected an increase in the SIMR for nine out of the twelve districts, with increases ranging from 0.8 points to almost 11 points. The gap between the performance of SWD and their typical peers was reduced over that three year span in nine out of the twelve districts, with those reductions ranging from a fraction to just over 10 points.

COHORT A Tier 2 Districts	FFY 14 SIMR DATA	FFY 17 SIMR DATA	+ / -		FFY 14 GAP	FFY 17 GAP	+ / -
1	51.7	52.7	+1.0		-20.5	-19.5	-1.0
2	51.9	52.7	+0.8		-20.3	-23.5	+3.2
3	41.6	30.7	-10.9		-30.5	-34.6	+4.1
4	44.1	50.5	+6.4		-25.6	-22.7	-2.9
5	40.0	46.7	+6.7		-25.6	-22.7	-2.9
6	46.9	49.3	+2.4		-28.5	-22.3	-6.2
7	50.0	55.4	+5.4		-28.5	-22.3	-6.2
8	51.5	62.4	+10.9		-27.5	-17.4	-10.1
9	50.7	50.1	-0.6		-21.0	-20.4	-0.6
10	51.1	59.2	+8.1		-24.2	-14.7	-9.5
11	50.2	49.2	-1.0		-22.1	-25.4	+3.2
12	49.7	57.5	+7.8		-27.6	-22.6	-5.0

For Cohort B Tier 2 districts, over the past two years, reflected an increase in the SIMR for nine out of the twelve districts, with increases ranging from one to more than eleven points. The gap between the performance of SWD and their typical peers was reduced over that two year span in ten out of the twelve districts, with those reductions ranging from a fraction to more than twelve points.

COHORT B Tier 2 Districts	FFY 15 SIMR DATA	FFY 17 SIMR DATA	+ / -		FFY 15 GAP	FFY 17 GAP	+ / -
1	51.8	52.8	+1.0		-19.6	-19.2	-0.4
2	47.4	54.7	+7.3		-20.3	-11.6	-8.7
3	52.7	56.6	+3.9		-26.2	-24.2	-2.0
4	47.5	46.7	-0.8		-24.0	-25.3	+1.3
5	51.1	61.5	+10.4		-23.7	-12.5	-11.2
6	49.2	48.0	-1.2		-25.9	-25.7	-0.2
7	50.7	55.5	+4.8		-19.2	-17.9	-1.3
8	50.2	51.6	+1.4		-22.5	-19.2	-3.3
9	52.6	45.6	-7.0		-21.0	-29.5	+8.5
10	52.7	58.3	+5.6		-25.4	-21.4	-4.0
11	53.3	55.2	+1.9		-20.6	-16.5	-4.1
12	48.9	60.2	+11.3		-31.2	-18.7	-12.5

A review of the data for Cohort C, over the past year, reflected an increase in the SIMR in eleven out of the twelve districts, with increases ranging from just over one to more than twenty four points. The gap between the performance of SWD and their typical peers was reduced in eleven of the twelve districts, with those reductions ranging from a fraction to more than nine points.

COHORT C Tier 2 Districts	FFY 16 SIMR DATA	FFY 17 SIMR DATA	+ / -		FFY 16 GAP	FFY 17 GAP	+ / -
1	48.4	51.8	+3.4		-21.9	-18.0	-3.9
2	47.3	55.9	+8.6		-27.2	-18.1	-9.1
3	48.8	50.9	+2.1		-22.0	-21.2	-0.8
4	48.8	43.9	-4.9		-22.5	-26.9	+4.4
5	50.7	52	+1.3		-32.5	-30.9	-1.6
6	46.9	55.6	+8.7		-25.7	-16.4	-9.3
7	42.8	55.7	+12.9		-24.5	-16.1	-8.4
8	41.4	42.6	+1.2		-22.0	-23.6	-1.6
9	50.2	54.6	+4.4		-20.8	-20.3	-0.5
10	43.1	47.3	+4.2		-24.1	-21.1	-3.0
11	46.8	63.4	+16.6		-31.9	-16.9	-15
12	32.1	56.3	+24.2		-30.9	-14.5	-16.4

D. Data Quality Issues

One area that continues to be a challenge is the analysis of district universal screening data. The State has developed a menu of approved assessments from which districts may select. There are currently six assessments on the list:

1. AIMSweb Tests of Early Literacy or Reading
2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
3. DIBELS Next and mCLASS
4. NWEA Measures of Academic Progress (MAP)
5. STAR Reading Assessment
6. i-Ready Diagnostic Reading Assessment

As there is not one uniform assessment used by districts throughout the state, it is difficult to incorporate data from these assessments in the district selection process and follow-up progress monitoring. Additionally, some districts do not have the capacity to easily disaggregate the data by subgroup, and different subtests may be administered in the different grade levels (K-3), which hinders cross-grade comparison. In fact, some districts use different assessments at different grade levels. As part of the Tier 2 technical assistance session, the CSDE asks districts to provide the previous year's universal screening data from the fall, winter, and spring administrations for SWD is grades K-3. These data are also requested as part of our progress monitoring of districts; however, the follow-up monitoring cycle is affected by the time it takes

to provide technical assistance and for improvement activities to be implemented. As a result, the subsequent data reviewed for progress monitoring represents different points in time across two school years.

E. Progress Toward Achieving Intended Improvements

This section of the report describes the CSDE's progress toward achieving the intended improvements of the SSIP. It is organized by the three evaluation questions presented in Section C, namely the extent to which the SSIP has 1) improved state-level capacity for supporting districts and schools in implementing and scaling-up evidence-based practices in reading; 2) enhanced district- and school-level capacity for implementing and sustaining evidence-based practices in reading; and 3) increased the reading performance of third-graders with disabilities. The progress findings have been prepared following a review and analysis of the various data sources previously outlined in this report.

Evaluation Question 1: To what extent has the SSIP improved state-level capacity for supporting districts and schools implementing and scaling-up evidence-based practices to improve reading for students with disabilities?

SSIP efforts are directed by the SSIP Leadership Team, which is led by the BSE and includes representatives from three offices within the Department (Academic, Performance, and Turnaround), and one representative from the State Education Resource Center (SERC).

This cross-divisional team has been instrumental for the SSIP to be a catalyst in increasing awareness of SWD throughout the agency. Most prominently, the SSIP's focus on improving early literacy results for SWD prompted a revision to the content of the State's primary professional learning initiative for early literacy instruction – ReadConn. While instruction for SWD was always present in the professional learning activities for participants, the increased intra-agency collaboration at the state-level has supported coordinated efforts between the BSE and the Academic Office to make the inclusion of SWD in the ReadConn professional learning activities and materials more explicit.

Additionally, having focused conversations with district staff during the SSIP technical assistance sessions has been very helpful in improving state-level capacity in understanding what support districts need to scale-up evidence-based practices in literacy instruction for SWD. For example, the appropriate selection and effective use of assistive technology is consistently mentioned as an area of identified need. As a result, the provision of no cost, in-district technical assistance and support in this area was offered to all Cohort C Tier 2 districts this past year.

This past year, there has been an increased coordination of efforts between the BSE, Academic Office and Turnaround Office to provide the State's Opportunity Districts (the ten lowest performing districts) with support. BSE staff have been attending internal review meetings as well as meetings with district personnel to review and discuss the districts' improvement efforts this year. Improvement planning efforts focus on the following areas: Talent, Academics, Climate, and Operations. Improving literacy instruction is a common focus of the districts' plans. BSE staff are able to provide the team with information specific to SWD and the SSIP.

Based on a successful professional learning opportunity last year, the CSDE continued to engage the services of one of its regional educational service centers (RESC) to support the SSIP efforts to provide professional leaning in evidence-based practices for literacy instruction. The Capitol Region Education Council (CREC) is providing six, four-day regional workshops titled *Structured Literacy Series: Systematic Teaching of Basic Literacy Skills*. Workshop topics include (1) how to define and model strategies to teach students who have specific reading disabilities; (2) identifying skills needed to develop basic proficiency in reading and spelling; and (3) learning the developmental progression of oral language skills that prepare students for reading proficiency.

Evaluation Question 2: To what extent has the SSIP improved district and school-level capacity for implementing and sustaining evidence-based practices to improve reading for students with disabilities?

As a result of the focus this year to provide differentiated professional learning opportunities to Cohort C Tier 3 Districts in an effort to improve literacy instruction with the use of evidence-based practices, the accomplishments of each district are represented below:

District A:
- Universal screening assessments are in place for identifying student reading levels;
- Diagnostic assessments have been identified for use in targeting reading difficulties;
- Assessment data are regularly used to inform grouping;
- District administrative teams are reviewing data and using results to plan necessary supports;
- Assessment data are being used to inform the planning of professional learning;
- A multi-year plan for professional learning has been developed; and
- Literacy-specific observation protocols have been developed.

District B:
- Implementation of consistent approach to reading instruction in Grades PK-3;
- Professional learning focused on small group instruction/differentiation;
- Adoption of instructional walkthroughs with literacy-specific protocol;
- Hiring of inclusion coach;
- Coaching focus: IEP development, data analysis, lesson planning, modeling; and
- Reallocation of meeting time to include general and special education teachers.

District C:
- Development/implementation of SRBI plan;
- Professional learning focus: SRBI;
- Encore block (for intervention) implemented in school schedule;
- Creation of assessment calendar with cycles for universal screening and tiered instruction;

- Adoption of bi-weekly progress monitoring for Tier 2, weekly monitoring for Tier 3;
- Creation of a consistent schedule for data review.

District D:
- Review of state guidelines and existing district SRBI handbook;
- Identification of key and desired elements/format;
- Clarification of terms: differentiation, intervention;
- Professional learning in differentiation: learning style, range of materials, flexible grouping, demonstration of mastery;
- Professional learning: data analysis, case studies; and
- Pilot implementation.

District E:
- Alignment of instructional resources across general/special education;
- Development of menu of available/appropriate assessments;
- Development of process for data analysis;
- Inclusion of both general/special education teaches in data analysis process;
- Inclusion of special education staff in reading-specific professional learning; and
- Utilization of coaches across general/special education.

Evaluation Question 3: To what extent is the SSIP increasing the reading performance of third-grade students with disabilities statewide?

Measurable improvements in the SIMR in relation to targets

The State Identified Measurable Result (SIMR) for the Connecticut State Department of Education's State Systemic Improvement Plan is to increase the reading performance of all third-grade students with disabilities (SWD) statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index. The methodology for calculating the ELA Performance Index starts by taking the scale score on the statewide ELA assessments: the Smarter Balanced (SB) Assessment and the Connecticut Alternate Assessment (CTAA), and converting that scale score into an appropriate index point value that ranges from 0 to 110. The ELA Performance Index is then calculated by averaging the index points earned by all participating third grade students with disabilities.

State-Identified Measureable Result (SIMR) Data						
FFY	2013	2014	2015	2016	2017	2018
SIMR Data	33.7	50.1	51.4	50.2	51.5	
Targets	Baseline	New Baseline	50.1	50.3	50.7	51.1
		n=4,877	n=4,897	n=5,088	n=5,344	

Connecticut met its FFY 2017 target.

The FFY 2017 SIMR data show the highest achievement rate for SWD (51.5) since the new baseline was established in FFY 2014. Additionally, the number of SWD included in the SIMR data analysis has increased by 467 since FFY 2014.

Further analysis of the SIMR trend data from the last four years shows a continued decrease in the gap in performance between SWD and their typical peers (FFY 2014 through FFY 2017).

Performance Gap Analysis Between SWD and their Typical Peers				
FFY	2014	2015	2016	2017
SIMR Data for SWD	50.1	51.4	50.2	51.5
SIMR Data for Not SWD	72.1	72.8	71.5	72.7
Gap Between SWD and Not SWD	22	21.4	21.3	21.2

F. Plans for Next Year

Implementation Activities	
Activity	Timeline
Complete Technical Assistance visits (District Improvement Planning) for Cohort A Tier 3	Spring 2019
Provide Professional Learning (IEP Rubric Training) for Cohort A Tier 3	Spring 2019
SSIP Leadership Team (Review 2018-19 district activities)	June 2019
Finalize Cohort A Follow-Up Professional Learning Offerings	Summer 2019
Review ReadConn Evaluations from 2018-19 Participants	Summer 2019
Develop SSIP – Phase 3 (Year 4) Report	Winter 2020
Progress Monitoring of Cohort A (Tier 3)	2019-20 School Year
Provide Cohort A Follow-Up Professional Learning Offerings	2019-20 School Year
Expand Regional Structured Literacy Professional Learning Offerings	2019-20 School Year

Planned Evaluation Activities		
Activity	Data Collection	Expected Outcome
Track district-level trend data	Universal Screening data from Cohort C and Cohort A Tier 3 Districts	Year-to-year analysis of achievement for students with disabilities will be used as a factor in determining effectiveness of instruction and interventions
ReadConn Evaluation Item Analysis	ReadConn Participant Evaluations	Evaluation of statewide capacity in the use of evidence-based practices with SWD for literacy instruction

Anticipated Barriers	
Barrier	Steps to Address Barrier
Absence of guidance on SSIP requirements beyond FFY 2018	Participate in informational webinars/calls with OSEP and NCSI staff
CSDE staff time/capacity to commit to current plan	Assess current proposed staffing assignments and consider the need to revise the current SSIP implementation methodology
Scaling up professional learning activities for SSIP	Consider increasing the role of other organizations to address SSIP professional learning support
Ability to sustain current intra-agency partnerships	Continue to expand current levels of communication and collaboration throughout the calendar year

The State has benefitted from both the virtual and in-person technical assistance opportunities provided by the National Center for Systemic Improvement (NCSI) and appreciates this additional support. We plan to continue our involvement with the Language and Literacy Collaborative and engage with other states in an effort to best support the SSIP and the reading achievement of students with disabilities.

APPENDIX

District Literacy Evaluation Tool (DLET)

Revised January 2019

CONNECTICUT STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Early Literacy and Reading Achievement for Students with Disabilities

District Literacy Evaluation Tool
(DLET)

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Directions:

➢ Review the indicators in Sections A through G, and based on your knowledge and perspective, mark the box that corresponds to the district's level of implementation for each item.

➢ If you select a score of (3) "Yes, Fully in Place", please also mark the box in the column to the right if you believe there is evidence that is readily available to support that score. Respondents may still select a score of (3) even if they don't think (or don't know if) there is supporting evidence. In these cases, the box in the column to the right would remain blank.

➢ Some of the indicators may focus on topics that are "outside of your role" or for which you have no knowledge. If this is the case, please mark "No Response" for those items.

Section A: Assessing Students

For each indicator, please choose the level of implementation that most closely reflects the current status of the district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Universal screening assessments are in place for identifying student reading levels, identifying general needs, and gauging overall progress relative to grade level standards.	☐	☐	☐	☐	☐	☐
2. Specific criteria (e.g., assessment publisher's cut scores) are applied to assessment results to determine student need for reading intervention.	☐	☐	☐	☐	☐	☐
3. Diagnostic assessments are used to clarify and target the difficulties of individual students when the information provided by universal screening assessments is not sufficient to do so.	☐	☐	☐	☐	☐	☐
4. Assessment data are analyzed regularly to determine the effects of instruction and intervention and to guide future instruction.	☐	☐	☐	☐	☐	☐
5. Assessment data are used consistently in conjunction with other inputs (e.g., student work samples) to inform grouping of students for instruction.	☐	☐	☐	☐	☐	☐
6. Literacy assessments have been developed/selected to align with the district's literacy curriculum.	☐	☐	☐	☐	☐	☐

Section B: Reading Curriculum/Core Literacy Instruction

For each indicator, please choose the level of implementation that most closely reflects the current status of the district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district has a core literacy curriculum that is evidence-based and aligned with the CT Core Standards (CCS).	☐	☐	☐	☐	☐	☐
2. Evidence-based materials have been purchased or developed to support the core literacy curriculum.	☐	☐	☐	☐	☐	☐
3. Literacy instruction is consistently differentiated (i.e., addressing a range of learning needs by adapting instruction or instructional materials in a variety of ways) to support individual students' learning needs.	☐	☐	☐	☐	☐	☐
4. Tier 1 supports are provided in the general education setting to address individual student needs.	☐	☐	☐	☐	☐	☐
5. Evidence-based materials addressing specific skills have been purchased or developed to supplement core instruction.	☐	☐	☐	☐	☐	☐
6. Instructional planning incorporates universal design for learning (UDL) principles.	☐	☐	☐	☐	☐	☐
7. Culturally relevant pedagogy is implemented during classroom instruction (i.e., responsive teaching grounded in cultural competence that enables each student to relate course content to his or her cultural context).	☐	☐	☐	☐	☐	☐

Section C: Scientific Research-Based Interventions

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district has clearly articulated curriculum documents that incorporate the vertical progression of the CCS to guide literacy instruction across the tiers of instruction (e.g., curriculum guides, scope and sequence for units of study).	☐	☐	☐	☐	☐	☐
2. Three well-defined tiers of instruction/intervention have been established with increasing levels of intensity.	☐	☐	☐	☐	☐	☐
3. Data are regularly reviewed to monitor the percentage of students at each level of intervention.	☐	☐	☐	☐	☐	☐
4. Interventions for struggling readers consistently begin within Tier 1 instruction (e.g., through flexible small groups and evidence-based instructional materials matched to students' needs and abilities).	☐	☐	☐	☐	☐	☐
5. Desired student outcomes are: defined in specific language, observable and measureable, and tied to grade-level standards.	☐	☐	☐	☐	☐	☐
6. Intervention plans include strategies, materials, frequency, duration, setting, and the person(s) responsible.	☐	☐	☐	☐	☐	☐
7. School staff members regularly collaborate to: analyze progress monitoring data to match appropriate interventions to students' needs, modify or substitute new interventions as needed, and identify students not responding to intervention efforts.	☐	☐	☐	☐	☐	☐

Section D: Students with Disabilities

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Students with disabilities have access to core reading instruction within the general education setting.	☐	☐	☐	☐	☐	☐
2. Students with disabilities have access to SRBI Tier 2 and Tier 3 reading interventions.	☐	☐	☐	☐	☐	☐
3. Comprehensive special education evaluations for children suspected of having a reading-related disability (including Specific Learning Disabilities/Dyslexia) address the following components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	☐	☐	☐	☐	☐	☐
4. The district offers a continuum of special education programming.	☐	☐	☐	☐	☐	☐
5. Students with disabilities receive reading intervention from staff with specific training, skills and knowledge in the teaching of reading in Grades K-3.	☐	☐	☐	☐	☐	☐
6. Assistive technology and accessible educational materials are appropriately selected and effectively used to support reading instruction for students with disabilities.	☐	☐	☐	☐	☐	☐
7. Reading achievement data are used to identify IEP Present Levels of Performance and to inform the development of annual goals and objectives.	☐	☐	☐	☐	☐	☐
8. PPT teams consider the CCS when developing students' IEP reading goals and objectives.	☐	☐	☐	☐	☐	☐

Section E: Professional Learning

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Assessment data are used to inform planning of professional learning and acquisition of resources.	☐	☐	☐	☐	☐	☐
2. School staff members have received training in the literacy core curriculum and intervention programs.	☐	☐	☐	☐	☐	☐
3. As appropriate, teachers receive classroom-level coaching to support implementation of literacy core instruction and Tier 1 interventions.	☐	☐	☐	☐	☐	☐
4. Culturally relevant pedagogy is addressed through professional learning. (i.e., responsive teaching grounded in cultural competence that enables each student to relate course content to his or her cultural context).	☐	☐	☐	☐	☐	☐
5. The district provides teachers with professional learning to support their understanding of formal and informal methods for assessing reading development.	☐	☐	☐	☐	☐	☐
6. The district provides professional learning in the areas of reading development addressed in the Foundations of Reading Survey.	☐	☐	☐	☐	☐	☐

Section F: Systems

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. Literacy instruction and intervention is part of district and school improvement plans.	☐	☐	☐	☐	☐	☐
2. The district-level leadership/data team meets regularly to identify data trends and district-level needs to inform programmatic changes.	☐	☐	☐	☐	☐	☐
3. The district-level leadership/data team monitors the efficacy of school-based leadership/data teams.	☐	☐	☐	☐	☐	☐
4. Each school's instructional schedule includes sufficient time for the provision of interventions.	☐	☐	☐	☐	☐	☐
5. School-based teams are in place to guide the implementation of tiered literacy instruction.	☐	☐	☐	☐	☐	☐
6. School-based teams meet regularly to identify data trends and school-level needs to inform programmatic changes.	☐	☐	☐	☐	☐	☐
7. A building administrator is a regular member of the school-based leadership/data team.	☐	☐	☐	☐	☐	☐
8. Administrators regularly observe teachers, using review protocols, to monitor the fidelity of literacy instruction and intervention.	☐	☐	☐	☐	☐	☐

Section G: Family Engagement

NOTE: This section is intended to address: 1) the provision of data/information to parents/guardians that allows them to understand who their child is as a reader (e.g., performance level, strengths, needs); 2) the provision of information to parents/guardians that informs them about the interventions/supports provided to their child to address concerns/needs; and 3) the provision of information and resources to parents that allows them to support their child as a reader at home.

For each indicator, please choose the level of implementation that most closely reflects the current status of your district's K-3 literacy program.

Indicators	No Response	Not in Place (0)	Initially in Place (1)	Partially in Place (2)	Fully in Place (3)	Check if evidence exists to support a score of (3)
1. The district provides parents with specific information relative to their child's skills as a reader.	☐	☐	☐	☐	☐	☐
2. The district explains the provision of services (e.g., Tier 2 intervention, IEP reading goals) the child is receiving.	☐	☐	☐	☐	☐	☐
3. The district **engages** parents in a variety of ways to support their child's reading development at home (e.g., newsletter, parent training, accessible resources).	☐	☐	☐	☐	☐	☐
4. The district/schools are strategic in the development and delivery of reading-related opportunities/activities in which parents can participate.	☐	☐	☐	☐	☐	☐