

Alaska DEED State Systemic Improvement Evaluation Plan by Priority Area: Implementation, Analysis, and Evaluation

| Evaluation Domain | Intended Outcomes | Evaluation Questions | Measurement Tools / Data Collection Methods | Timeline (Years 1–5) |
|---------------------------------|--|--|---|---|
| State Infrastructure | <ul style="list-style-type: none"> State sustains a coherent personnel development system integrating evidence-based literacy professional development and coaching. State resources support ongoing technical assistance and coaching. State recruits, support, and retain paraprofessionals progressing through special education certification programs. | <ul style="list-style-type: none"> To what extent does the state deliver high-quality, evidence-based literacy professional development? To what extent are state systems and resources aligned to sustain coaching, technical assistance, and certification supports? | <ul style="list-style-type: none"> Evidence-Based Professional Development Components Worksheet District participation and recruitment records University enrollment and credit completion data for certification programs | <ul style="list-style-type: none"> Each semester: Enrollment and credit review (Years 2–5) Annually: PD quality review (Years 2–5) Trend analysis of PD quality and sustainability (Years 3–5) |
| School District Capacity | <ul style="list-style-type: none"> School districts build capacity to implement evidence-based literacy practices with fidelity. School districts provide paraprofessionals the support to expand professional responsibilities and promote staff retention. | <ul style="list-style-type: none"> To what extent do districts implement coaching and professional learning communities as designed? To what extent have school districts implemented supports for paraprofessionals to increase knowledge and skills that support evidence-based reading instruction? | <ul style="list-style-type: none"> Coaching logs and PLC participation records End-of-year SPDG Annual Survey measuring scholar outcomes and perceptions, and teacher-coach outcomes and perceptions of scholar outcomes | <ul style="list-style-type: none"> Ongoing: Coaching and PLC documentation (Years 2–5) Annually: End of Year SPDG Annual Survey Annually: Retention and district capacity review (Years 2–5) |

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| Instructional Practice | <ul style="list-style-type: none"> Paraprofessionals implement literacy evidence-based practices with fidelity. Instruction is data-informed and aligned to students' literacy needs. | <ul style="list-style-type: none"> To what extent are evidence-based literacy practices implemented with fidelity for students with disabilities being served? To what extent do educators use literacy data to design and monitor interventions? | <ul style="list-style-type: none"> Teacher Coach observation tools documenting fidelity of implementation Student literacy intervention plans developed by educators Progress monitoring data compared to student goals District and statewide ELA assessment results | <ul style="list-style-type: none"> Each coaching cycle: Fidelity observations (Years 2–5) Quarterly or per intervention cycle: Progress monitoring review (Years 2–5) Annually: Student outcome analysis (Years 3–5) Annually: Analysis of district and statewide ELA assessment results (Years 3–5) |
| Community Involvement | <ul style="list-style-type: none"> Families increase knowledge, confidence, and engagement in supporting early literacy in the home. School–family–community partnerships strengthen literacy support systems. | <ul style="list-style-type: none"> To what extent are family literacy engagement activities implemented as planned? To what extent do parents report increased confidence and understanding in supporting their children's reading? | <ul style="list-style-type: none"> Attendance records for family and community literacy events Post-event parent surveys measuring understanding and confidence Annual Parent Survey (early literacy components) | <ul style="list-style-type: none"> Ongoing: Immediate post-event surveys (Years 1–5) Annually: Family literacy events for participating districts (Years 1–5) Annually: Trend analysis of participation and confidence (Years 2–5) |

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| Student Outcomes | <ul style="list-style-type: none"> Students with disabilities in participating school districts demonstrate improved literacy outcomes. | <ul style="list-style-type: none"> To what extent do students with disabilities receiving supported instruction make progress toward individualized literacy goals? To what extent does implementation contribute to improved literacy outcomes for students with disabilities in participating school districts? | <ul style="list-style-type: none"> Student progress monitoring data Analysis of progress toward literacy intervention goals | <ul style="list-style-type: none"> Ongoing: Collection of progress monitoring data (Years 2–5) End of cycle: Assessment of progress toward targets |