

**EVALUATION RESULTS OF THE  
DELAWARE STATE IMPROVEMENT GRANT:  
ANALYSIS OF  
BASELINE ASSESSMENT RESULTS  
(REVISED, JANUARY 2005)**

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Those who are familiar with the original report of *Evaluation Results of the Delaware State Improvement Grant: Analysis of Baseline Assessment Results* will notice a few changes in this revised copy. These changes were necessary because some of the students in grade four, six, and nine were retaking the reading assessment from the previous year. A general summary of the revisions is as follows:

-  Tables 9 and 10. New tables exclude students in fourth grade who were retaking the third grade reading portion of the DSTP.
-  Tables 13 and 14. New tables exclude students in sixth grade who were retaking the fifth grade reading portion of the DSTP.
-  Tables 19 and 20. New tables exclude students in ninth grade who were retaking the eighth grade reading portion of the DSTP.
-  Figure 3. New figure excludes students in 4<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade who were retaking the reading portion from the previous year.
-  Appendix B
  - Grade 4 Reading Assessment Results. New graph excludes students in fourth grade who were retaking the third grade portion of the DSTP.
  - Grade 6 Reading Assessment Results. New graph excludes students in sixth grade who were retaking the fifth grade portion of the DSTP.
  - Grade 9 Reading Assessment Results. New graph excludes students in ninth grade who were retaking the eighth grade portion of the DSTP.
  - Table 23. New table excludes students in 4<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade who were retaking the reading portion from the previous year.

## EXECUTIVE SUMMARY

In 2002, the U.S. Department of Education awarded a five-year State Improvement Grant (SIG) to the Delaware Department of Education in Dover, Delaware. This report details the baseline reading assessment results from the Delaware Student Testing Program (DSTP) for the 2003 spring administration. Through the use of trained teachers and the implementation of scientifically-based research regarding the teaching of early literacy and reading skills, students with disabilities will receive instruction aimed to improve literacy and reading skills in an inclusive educational environment.

The primary focus of this five-year evaluation is to provide information regarding how well the project has met its primary goals:

- ☑ Improved literacy and reading skills for children with disabilities, and
- ☑ All students with mild and moderate disabilities will gain access to and progress in the general curriculum.

The evaluation of the Delaware State Improvement Grant project will proceed along two lines of activity: 1) formative evaluation to provide relevant information to the project staff; and 2) outcome studies to assess the impact of the initiative on students and schools as it relates to teaching and learning. Data to measure the progress towards project goals will be collected using a variety of methods including surveys, achievement tests, and classroom observations. Selected evaluation findings from the baseline achievement results are highlighted below.

### BASELINE STUDENT ACHIEVEMENT

- ☒ Almost three-fourths of students with disabilities in kindergarten achieved a performance level of “in process” in 2003. In first grade, slightly less than two-thirds of students with disabilities achieved a performance level of “in process.” However, over one-fourth achieved a performance level of “proficient” in first grade.
- ☒ In the second and the fourth grade, over half of the students with disabilities achieved a performance level of “satisfactory” in reading. However, only 25% of sixth grade students with disabilities achieved this performance level. In addition, less than 20% of seventh and ninth grade students earned a performance level of satisfactory in reading.
- ☒ In grades 3, 5, 8, and 10, the percent of students meeting or exceeding the standard in reading declines with grade level. In third grade, just over half of the students with disabilities met or exceeded the standard in reading. While around forty percent of the students with disabilities in fifth grade met or exceeded the standard in reading, in eighth grade around one-fourth did so. In tenth grade, slightly more than ten percent of the students with disabilities met or exceeded the standard in reading.
- ☒ In the second grade, the achievement gap between advantaged and disadvantaged children appears to be very small. However, in the fourth grade the achievement gap starts to widen.

This report (T04-008.2) provides a detailed accounting of all baseline assessment results for the State Improvement Grant project. Researchers at the University of Delaware Education Research and Development Center (R&D Center) are available to answer questions regarding analyses presented in this report or to assist in their interpretation. R&D Center staff may be contacted via electronic mail at [ud-rdc@udel.edu](mailto:ud-rdc@udel.edu) or by phone at (302) 831-4433.

## INTRODUCTION

In the summer of 2003, the University of Delaware Education Research & Development Center accepted a contract to conduct a statewide evaluation of the recently awarded State Improvement Grant. This project and its attendant evaluation are funded through the U.S. Department of Education's State Improvement Grant program. The Delaware State Improvement Grant project targets children with disabilities attending pre-school programs as well as students with disabilities in elementary, middle, and high schools throughout the state. The purpose of the evaluation is to provide relevant information for both project improvement and accountability purposes regarding its impact on 1) student learning, and 2) teachers' and parents' perceptions and behaviors regarding literacy education for students with disabilities.

In the State Improvement Grant application submitted through the Delaware Department of Education in 2002, the goals of the project included the following:

- ❑ To improve literacy and reading skills for children with disabilities in three age groups: preschool, kindergarten through 3<sup>rd</sup> grade, and grades 4 through 12;
- ❑ To increase access to and progress in the general education curriculum for students with mild or moderate disabilities.

Therefore, the primary focus of this evaluation is to provide information regarding how well the Delaware State Improvement Grant project has met these two goals.

The evaluation of the Delaware State Improvement Grant will proceed along two lines of activity:

- 1) formative evaluation to provide relevant information to the project directors; and
- 2) outcome studies to assess the impact of the initiative on students and schools as it relates to teaching and learning.

In the fall of 2003, fifteen public elementary schools serving students in grades kindergarten through third grade were participating in the Delaware State Improvement Grant project. The schools were located in eight school districts. Figure 1 provides a listing of the participating elementary schools and their associated school districts.

SCHOOL	DISTRICT	SCHOOL	DISTRICT
Fairview	Capital	North Laurel	Laurel
McVey	Christina	Dunbar	Laurel
Bancroft	Christina	Shortlidge	Red Clay
Bayard	Christina	Warner Elementary	Red Clay
McCullough	Colonial	Warner Kindergarten	Red Clay
Martin Luther King	Colonial	Douglass Intermediate	Seaford
Lake Forest North	Lake Forest	Woodbridge Elementary	Woodbridge
Lake Forest South	Lake Forest	Woodbridge Early Childhood	Woodbridge

**Figure 1: Participating K-3 Schools**

In the spring of 2004, several public schools serving students in grades fourth through twelfth grade will be selected for participation in the Delaware State Improvement Grant project. In addition, individual teachers from various preschool programs across the state began participating in professional development training sessions during the spring of 2003.

## **METHODOLOGY**

### INTRODUCTION

The evaluation of the State Improvement Grant began during the 2003-2004 school year with the collection of student assessment data. This data, from the spring 2003 administration of the reading portion of the DSTP, will serve as the baseline for the grant. Only students with disabilities from participating schools will be included in these analyses. Because schools serving students in grades four through ten have not been selected, data from all Delaware students with disabilities in these grades are included in this report. However, for students in grades kindergarten through third, only students with disabilities from the fifteen selected schools are included.

For kindergarten and first grade students, work sampling scores are reported on a three-point scale representing the performance levels of “proficient,” “in progress,” and “not yet.” Therefore, percentages of students in each of these three performance levels are reported for both kindergarten and first grade students. All results are disaggregated by gender, race, low income status, and English Language Learner status. However, when the number of students in a given group is less than fifteen, results are not presented in this report.

Beginning in second grade, students participate annually in the Delaware Student Testing Program in which they receive both a scale score and a corresponding performance level. Therefore, for students in second through tenth grade, mean scale scores and corresponding standard deviations are reported for each grade level. In addition, results for all grade levels are disaggregated by gender, race, low income status, and English Language Learner status. However, when the number of students in a given group is less than fifteen, results are not presented in this report.<sup>1</sup>

Results from this component of the evaluation are discussed in the following section. Other analyses can be generated upon request. The complete Delaware State Improvement Grant project evaluation plan is included in Appendix C.

## **RESULTS PART A: KINDERGARTEN AND FIRST GRADE**

### BASELINE STUDENT ACHIEVEMENT

State reading achievement tests were analyzed for all students receiving special education services who participated in the fifteen targeted schools. Students with missing data were excluded from the analyses. The following section provides sample sizes and percentages of students in each work sampling performance levels.

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<sup>1</sup> This is done to maintain the anonymity of the student participants.

**Table 1: Percent of Kindergarten Children in Each Work Sampling Performance Level by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Proficient	23%	19%	24%	19%	30%	33%	22%
In Process	74%	74%	73%	77%	68%	53%	74%
Not Yet	4%	7%	2%	5%	2%	13%	3%
N	190	62	128	124	66	15	175

**Table 2: Mean Kindergarten Work Sampling Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Proficient	23%	-	20%	-	28%	24%
In Process	74%	-	76%	-	68%	73%
Not Yet	4%	-	4%	-	4%	3%
N	190	0	90	0	25	75

**Table 3: Mean First Grade Work Sampling Scores by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Proficient	27%	33%	25%	23%	36%	-	28%
In Process	61%	57%	62%	63%	56%	-	61%
Not Yet	12%	10%	13%	14%	8%	-	11%
N	186	61	125	125	61	6	180

**Table 4: Mean First Grade Work Sampling Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Proficient	27%	-	18%	-	-	35%
In Process	61%	-	67%	-	-	57%
Not Yet	12%	-	16%	-	-	8%
N	186	1	84	3	10	88

## RESULTS PART B: SECOND AND THIRD GRADE

State reading achievement tests were analyzed for all students receiving special education services who participated in the targeted schools. Students with missing data were excluded from the analyses. The following section provides mean scale scores, standard deviations, and sample sizes for students on the spring 2003 administration of the reading portion of the Delaware Student Testing Program (DSTP). Scale scores are raw scores that have been converted to make scores in a given content area comparable when using different forms as is done in the administration of the DSTP.

**Table 5: Mean Second Grade Reading Achievement by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	376.29	378.86	375.16	376.96	375.30	-	376.38
Standard Deviation	37.93	41.82	36.22	37.33	39.09	-	38.12
N	160	49	111	96	64	3	157

**Table 6: Mean Second Grade Reading Achievement by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	376.29	-	376.32	-	-	378.27
Standard Deviation	37.93	-	30.71	-	-	41.48
N	160	1	66	0	11	82



**Table 7: Mean Third Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	407.59	403.64	409.54	403.32	416.06	-	407.82
Standard Deviation	34.77	31.79	36.10	35.04	32.86	-	34.79
N	200	66	134	133	67	2	198

**Table 8: Mean Third Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	407.59	-	402.10	-	-	413.92
Standard Deviation	34.77	-	36.28	-	-	31.75
N	200	0	97	0	11	92

## RESULTS PART C: FOURTH – TENTH GRADE

State reading achievement tests were analyzed for all students receiving special education services in Delaware. Students with missing data were excluded from the analyses as well as students in grades 4, 6, and 9 who were retaking the reading portion from the previous year. The following section provides mean scale scores, standard deviations, and sample sizes for students on the spring 2003 administration of the reading portion of the Delaware Student Testing Program (DSTP).

**Table 9: Mean Fourth Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	440.81	443.28	439.56	430.77	451.59	435.24	440.90
Standard Deviation	39.87	40.22	39.67	35.94	41.08	44.73	39.81
N	1084	364	720	561	523	17	1067

**Table 10: Mean Fourth Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	440.81	-	427.10	-	434.04	451.46
Standard Deviation	39.87	-	35.43	-	37.52	39.97
N	1084	4	407	6	84	583

**Table 11: Mean Fifth Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	442.53	442.17	442.71	434.26	453.57	429.67	442.76
Standard Deviation	39.13	38.44	39.49	36.11	40.30	29.02	39.26
N	1394	466	928	797	597	24	1370

**Table 12: Mean Fifth Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	442.53	-	429.47	-	431.11	455.01
Standard Deviation	39.13	-	33.48	-	27.20	40.62
N	1394	1	578	9	115	691

**Table 13: Mean Sixth Grade Reading Achievement Scores by Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	437.81	437.90	436.60	430.67	445.67	-	437.15
Standard Deviation	40.81	38.41	41.97	38.39	42.38	-	40.85
N	926	305	621	517	409	13	913

**Table 14: Mean Sixth Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	437.81	-	422.13	-	436.36	449.52
Standard Deviation	40.81	-	35.70	-	36.31	41.23
N	926	4	394	2	67	459

**Table 15: Mean Seventh Grade Reading Achievement Scores By Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	448.85	447.93	449.34	441.74	458.60	426.44	449.11
Standard Deviation	35.93	34.66	36.61	32.65	37.92	27.27	35.95
N	1362	478	884	788	574	16	1346

**Table 16: Mean Seventh Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	448.85	-	437.09	-	439.49	460.46
Standard Deviation	35.93	-	31.71	-	34.88	36.04
N	1362	6	590	3	96	667

**Table 17: Mean Eighth Grade Reading Achievement Scores By Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	475.67	479.73	473.53	471.40	480.85	469.50	475.76
Standard Deviation	35.13	34.72	35.18	34.17	35.61	24.75	35.26
N	1524	526	998	836	688	22	1502

**Table 18: Mean Eighth Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	475.67	-	466.82	-	470.41	483.63
Standard Deviation	35.13	-	33.64	-	31.91	34.85
N	1524	4	646	3	101	770

**Table 19: Mean Ninth Grade Reading Achievement Scores By Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	461.44	460.60	461.84	451.79	471.25	-	461.81
Standard Deviation	39.33	36.88	40.47	35.88	40.27	-	39.16
N	1065	344	721	544	521	7	1058

**Table 20: Mean Ninth Grade Reading Achievement Scores by Race**

	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	461.44	-	450.23	-	442.68	475.07
Standard Deviation	39.33	-	33.27	-	43.65	40.07
N	1065	0	514	6	59	485

**Table 21: Mean Tenth Grade Reading Achievement Scores By Gender, Low Income Status, and English Language Learner Status**

	Spring 2003						
		Gender		Low Income Status		English Language Learner Status	
	Selected Schools	Females	Males	Low Income	Not Low Income	ELL	Not ELL
Scale Score	460.79	462.02	460.00	450.74	469.47	-	460.99
Standard Deviation	35.98	32.36	38.13	32.68	36.47	-	36.02
N	930	363	567	431	499	9	921

**Table 22: Mean Tenth Grade Reading Achievement Scores by Race**

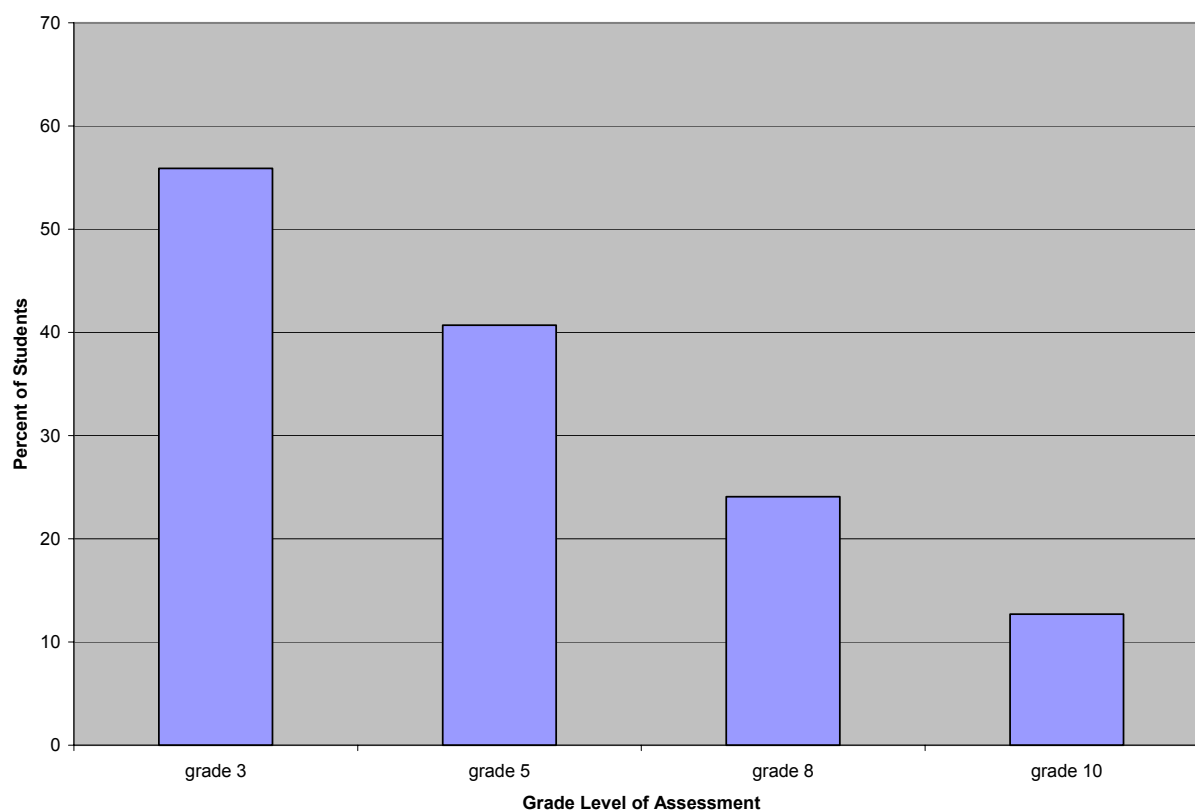
	Spring 2003					
		Race				
	Selected Schools	American Indian	African American	Asian	Hispanic	White
Scale Score	460.79	-	448.68	-	445.39	473.42
Standard Deviation	35.98	-	31.67	-	37.09	34.88
N	930	4	413	6	57	450



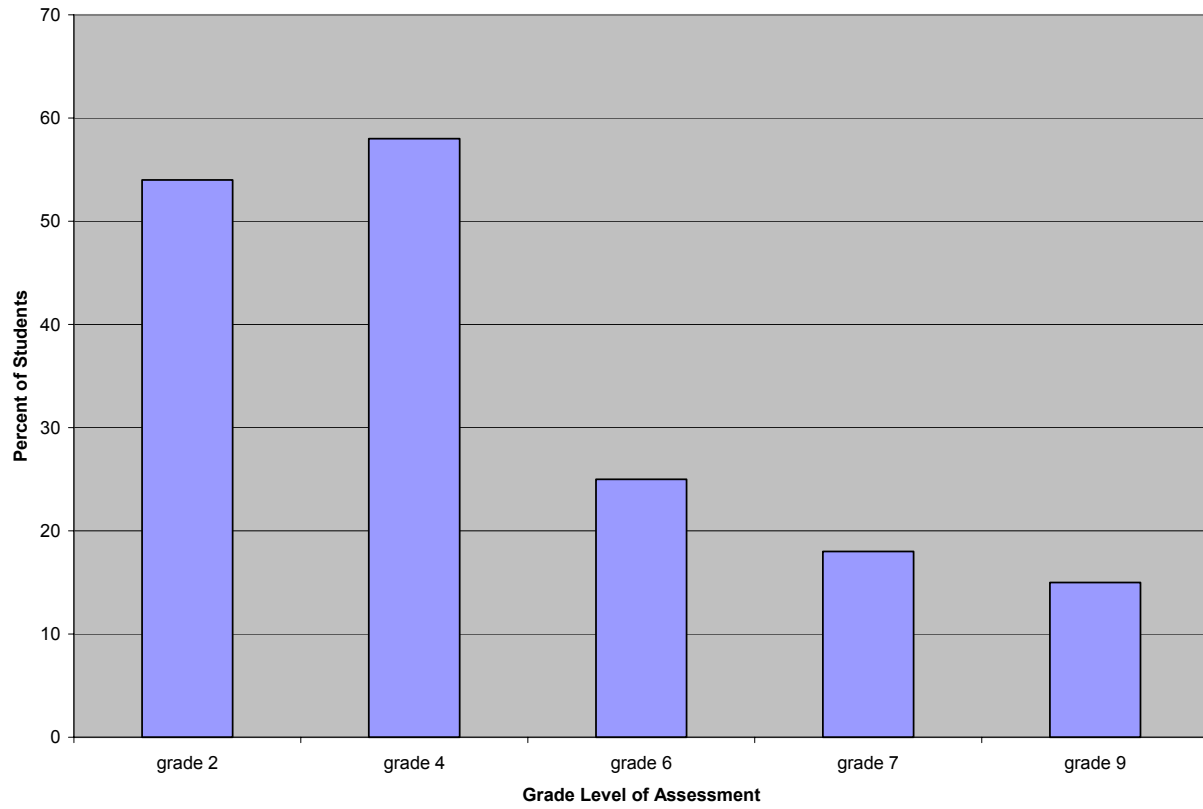
**RESULTS PART D: PERFORMANCE LEVELS**

State reading achievement tests were analyzed for all students in second and third grade receiving special education services who participated in the targeted schools. State reading achievement tests were analyzed for all students in grades 4-10 receiving special education services in Delaware. Students with missing data were excluded from the analyses as well as students in grades 4, 6, and 9 who were retaking the reading portion from the previous year. The following section provides a summary of the percent of students who met the standard in reading by grade level. Separate bar graphs for each grade level depicting the distribution of scores by performance level are included in Appendix B.

Figure 2 indicates the percentage of students with disabilities in grades 3, 5, 8, and 10 meeting the standard in reading, that is, earning a 3, 4, or 5 on the reading portion of the DSTP. The percentages range from a high of 56% in third grade to a low of 13% in tenth grade. Figure 3 indicates the percentage of students with disabilities in grades 2, 4, 6, 7, and 9 earning a performance level of “satisfactory” on the reading portion of the SAT9. The percentages hover between 50% and 60% for second and fourth grade students, but drop to 25% for students in sixth grade. The percentage of students with disabilities in grades 7 and 9 earning a performance level of satisfactory is less than 20%.



**Figure 2: Percent of Students Meeting the Standard (or above) in Reading by Grade**



**Figure 3: Percent of Students Earning a Performance Level of Satisfactory in Reading**

## **APPENDIX A**

### **DEMOGRAPHIC INFORMATION**

**DELAWARE STATE IMPROVEMENT GRANT  
DEMOGRAPHIC INFORMATION  
OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES  
IN GRADES KINDERGARTEN – 10<sup>TH</sup>**

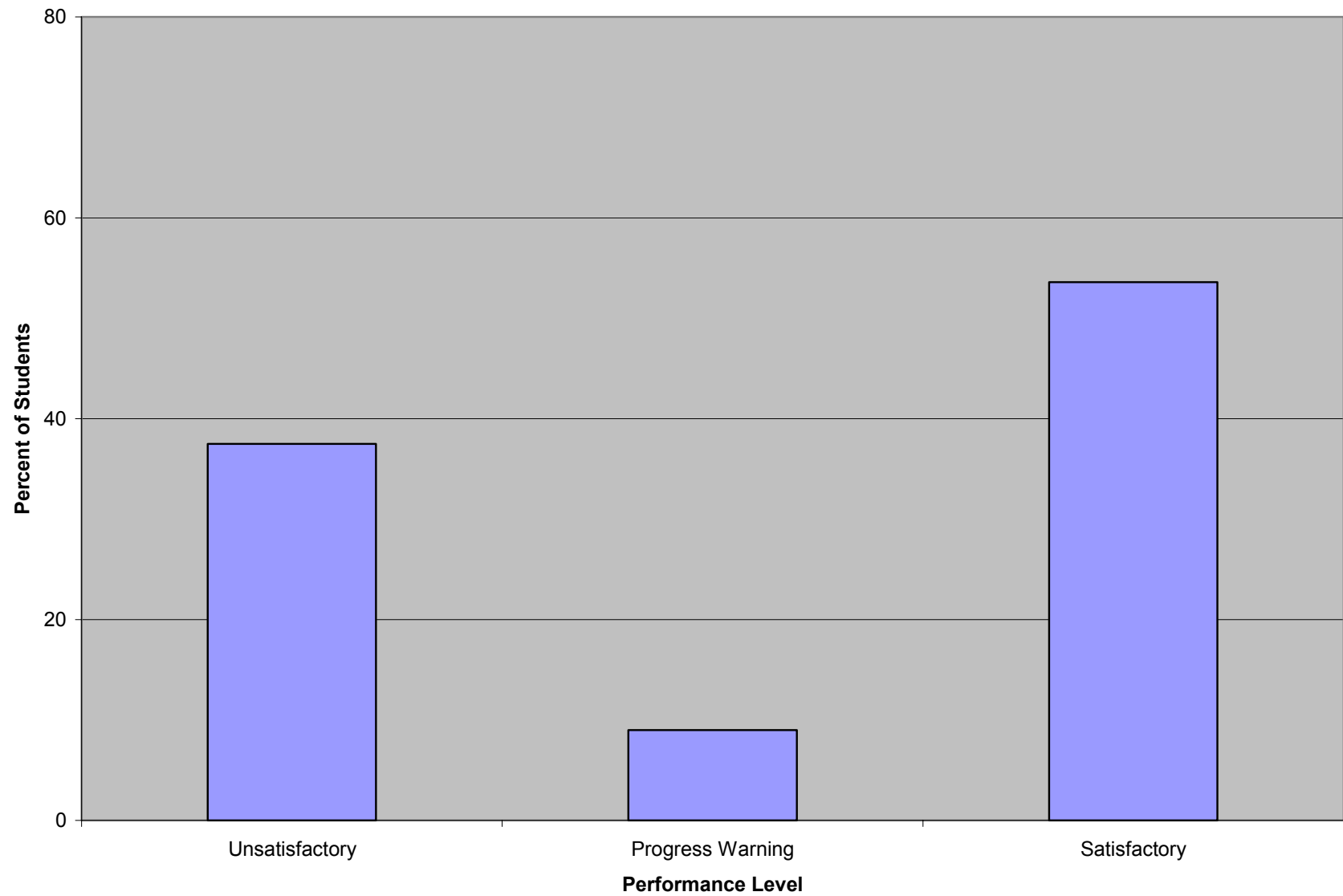
- ☒ Approximately 53% of these students are from low socioeconomic status families.
- ☒ Approximately 66% of these students are male.

<b>GRADE LEVELS INVOLVED</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>TOTAL</b>
Number of Students	940	1225	1365	1426	1402	1395	1259	1379	1539	1246	950	14126
Number of Female Students	306	392	460	499	487	466	424	485	529	406	372	4826
Number of Male Students	634	833	905	927	915	929	835	894	1010	840	578	9300
Number of Caucasian Students	573	733	787	772	729	691	605	673	775	590	460	7388
Number of African American Students	269	371	459	521	546	579	551	598	656	583	423	5556
Number of Hispanic Students	86	99	105	120	115	115	95	99	101	66	57	1058
Number of Asian American Students	11	18	10	8	8	9	4	3	3	6	6	86
Number of Native American Students	1	4	4	5	4	1	4	6	4	1	4	38
Number of Students Receiving Title I Services (Reading, Math, or Both)	160	230	181	211	159	158	79	100	99	11	7	1395
Number of Students Identified as English Language Learners	38	43	39	28	28	24	18	16	22	8	9	273
Number of Students on the Free or Reduced Lunch Program	391	614	674	783	754	798	721	802	845	635	438	7455

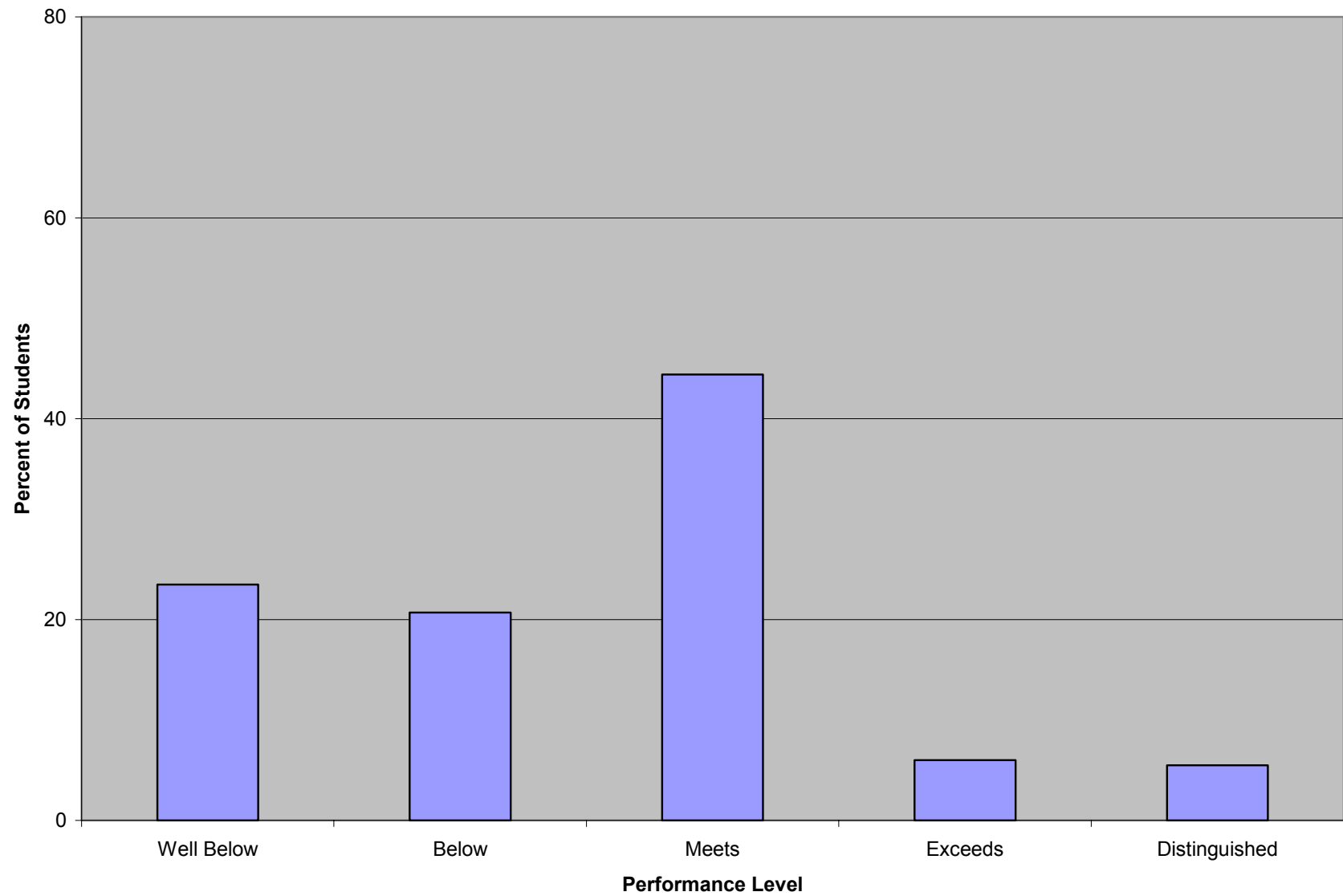
**APPENDIX B**

**PERFORMANCE LEVEL DISTRIBUTION BY GRADE LEVEL  
FOR THE  
DELAWARE STUDENT TESTING PROGRAM (DSTP)**

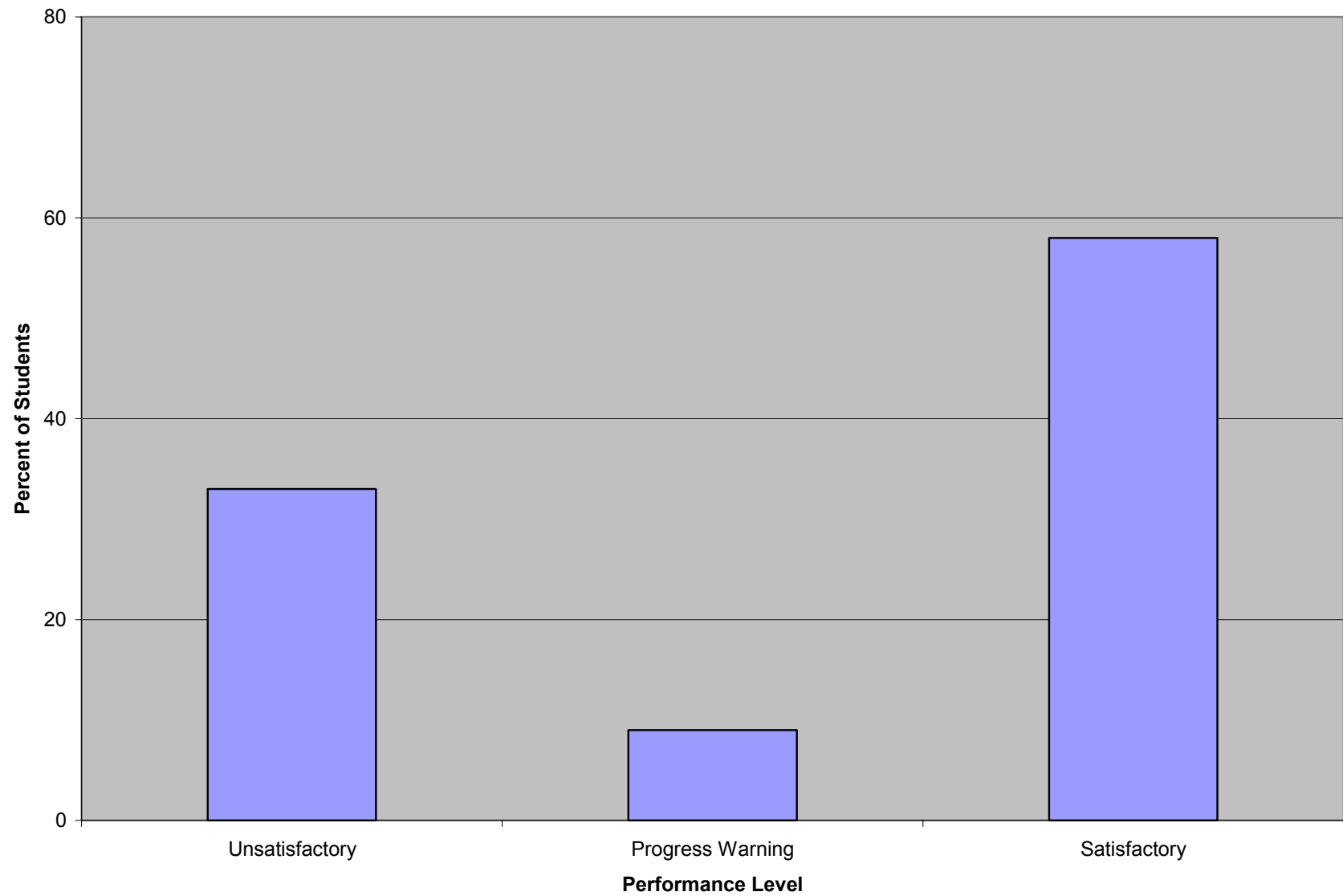
### Grade 2 Reading Assessment Results



### Grade 3 Reading Assessment Results

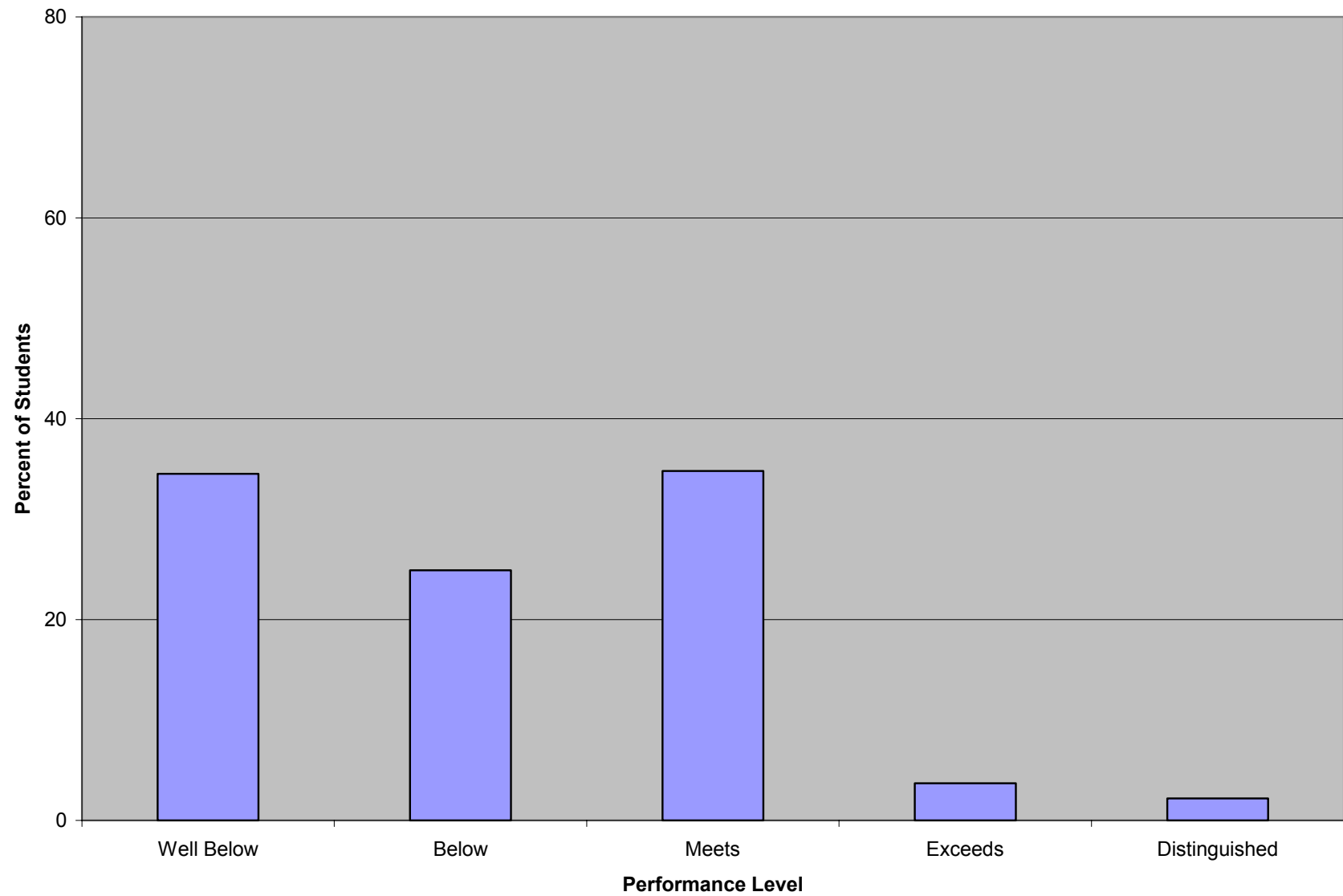


### Grade 4 Reading Assessment Results

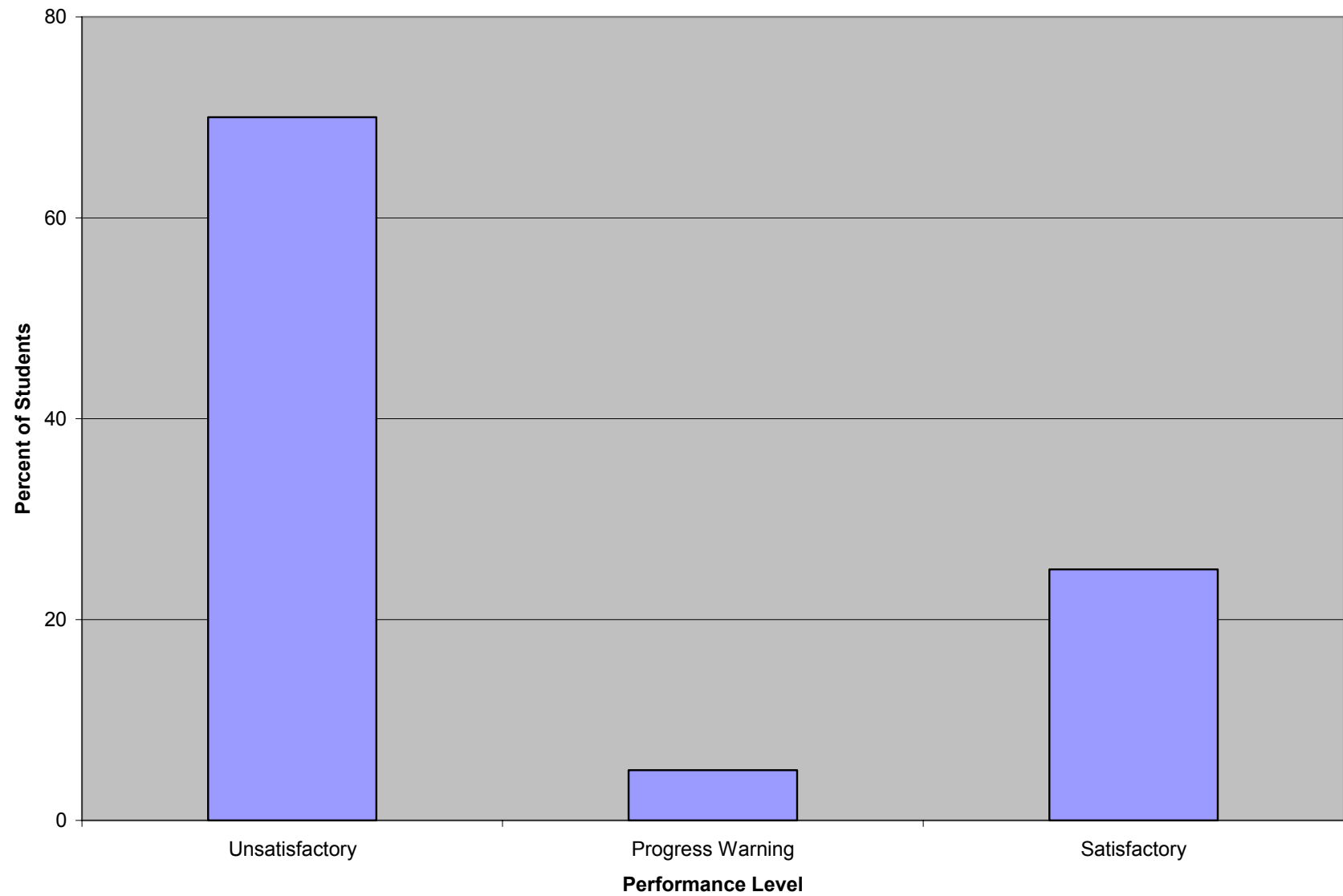




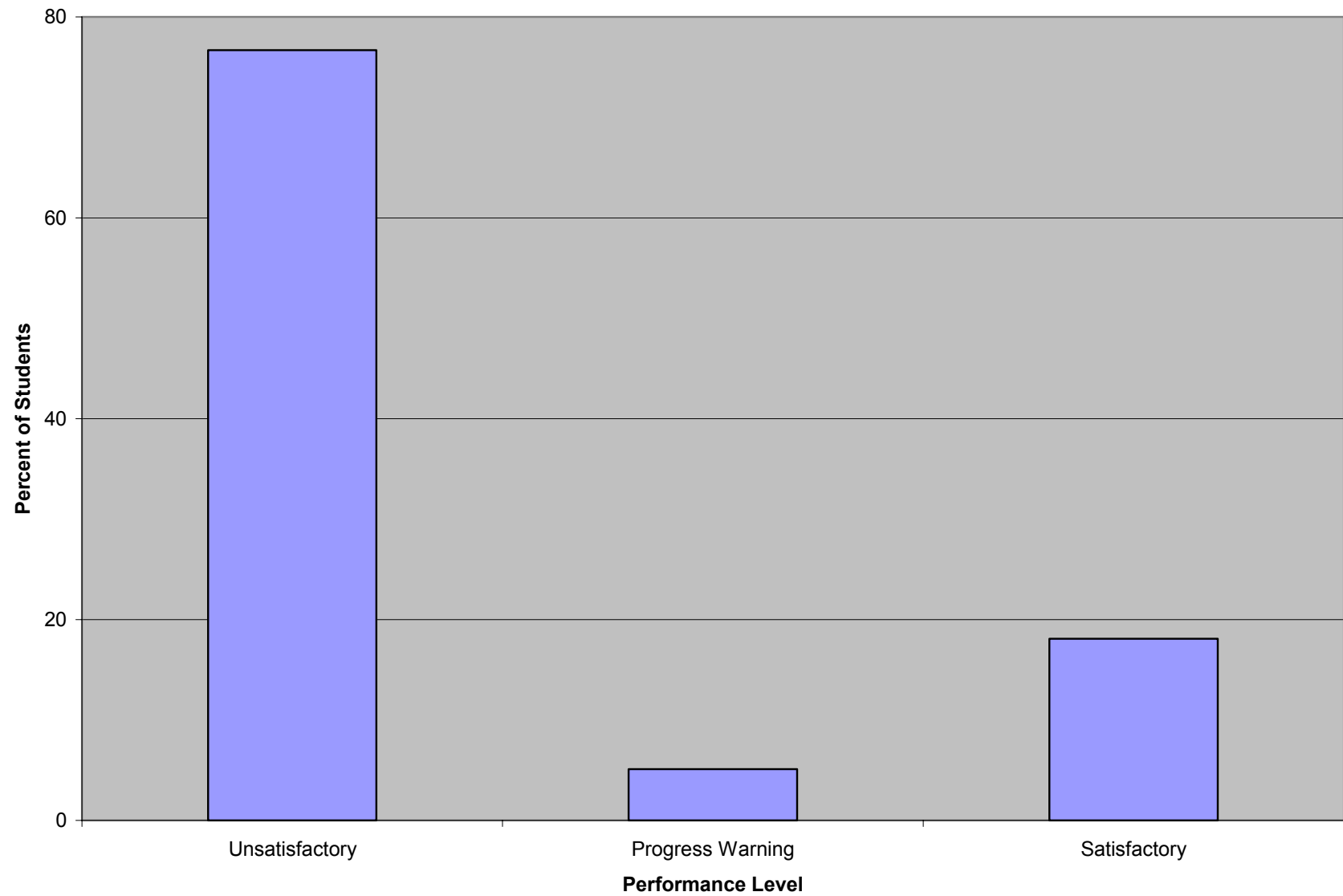
### Grade 5 Reading Assessment Results



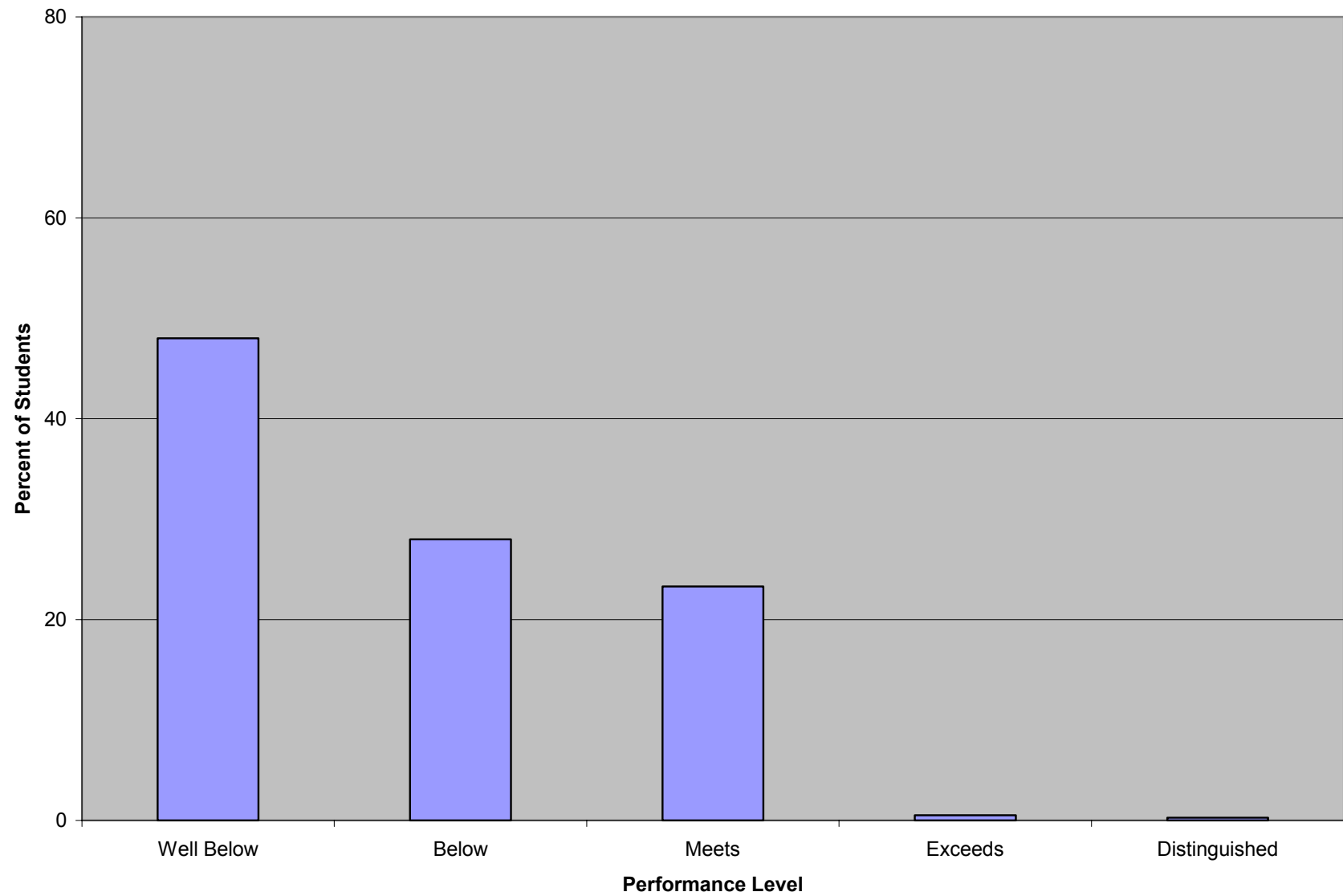
### Grade 6 Reading Assessment Results



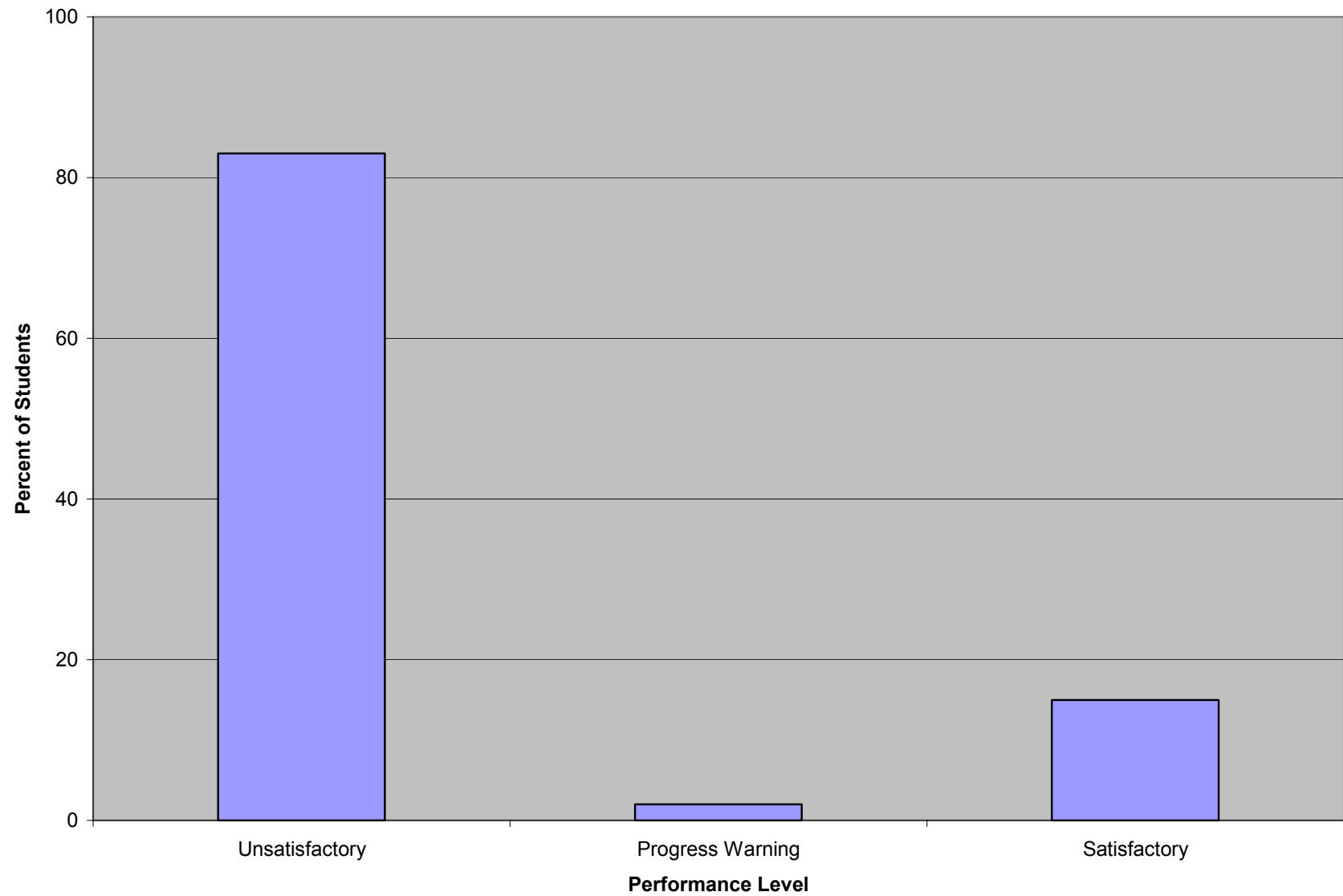
### Grade 7 Reading Assessment Results



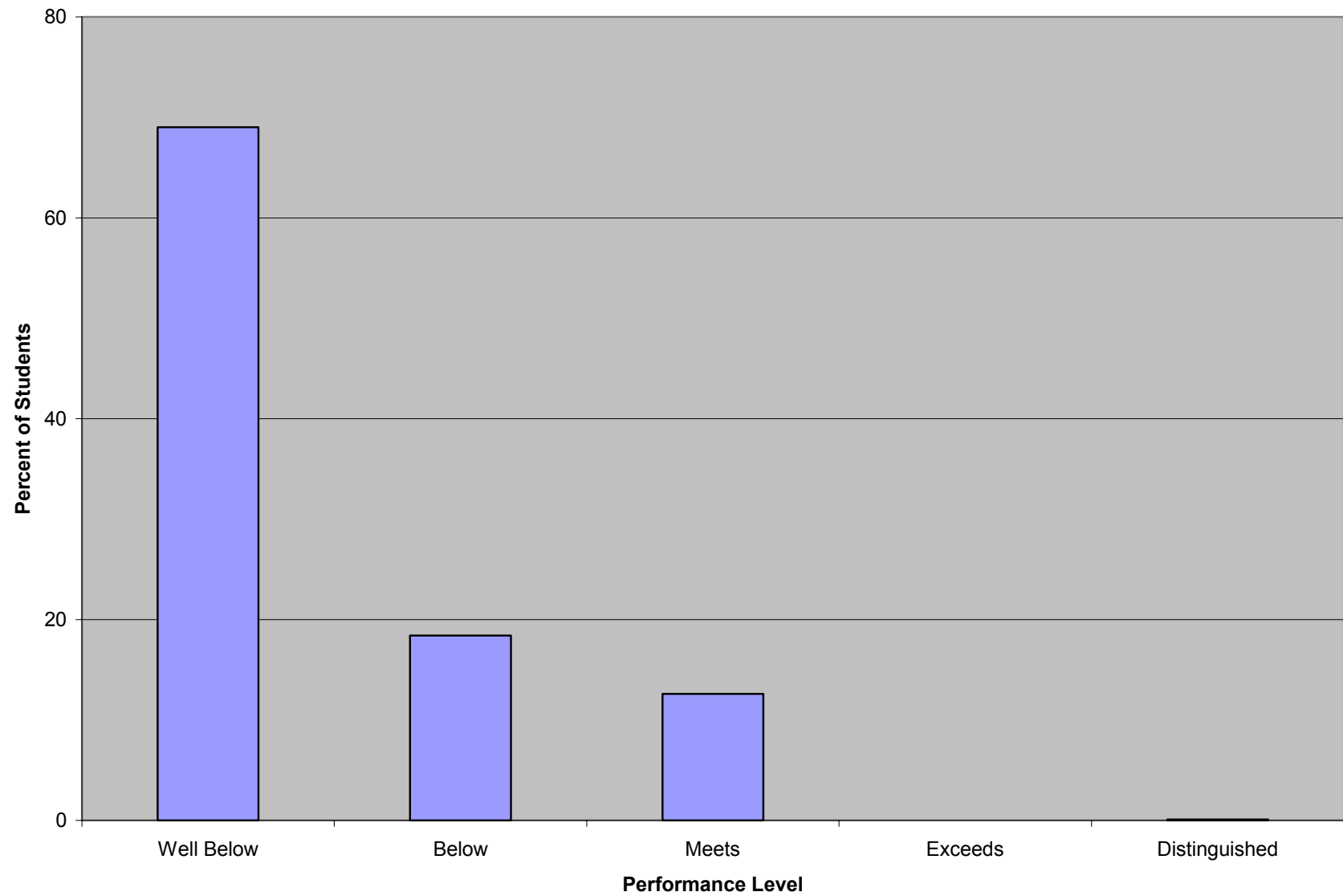
### Grade 8 Reading Assessment Results



### Grade 9 Reading Assessment Results



### Grade 10 Reading Assessment Results



**Table 23: Results of the Reading Achievement Performance Levels by Grade**

Grade Level	Performance Levels				
	Well Below	Below	Meets	Exceeds	Distinguished
3 <sup>rd</sup> grade	24%	21%	44%	6%	6%
5 <sup>th</sup> grade	35%	25%	35%	4%	2%
8 <sup>th</sup> grade	48%	28%	23%	1%	<1%
10 <sup>th</sup> grade	69%	18%	13%	0%	<1%

Grade Level	Performance Levels		
	Unsatisfactory	Progress Warning	Satisfactory
2 <sup>nd</sup> grade	38%	9%	54%
4 <sup>th</sup> grade	33%	9%	58%
6 <sup>th</sup> grade	70%	5%	25%
7 <sup>th</sup> grade	77%	5%	18%
9 <sup>th</sup> grade	83%	2%	15%

## **APPENDIX C**

### **EVALUATION PLAN**



Evaluation Plan for State Improvement Grant (SIG)  
Workscope for the  
University of Delaware  
Education Research and Development Center

This proposal is intended to specifically delineate the evaluation activities attendant to the federally-supported initiative, the State Improvement Grant of the State of Delaware. The evaluation has been conceptualized based on the state proposal and subsequent meetings with state SIG personnel.

Outcome Evaluation Component of the State Improvement Grant (SIG)<sup>2</sup>

The outcome evaluation is designed to examine the impact of the wide range of intervention activities proposed within the State Improvement Grant. It focuses primarily on the two major terminal goals that address achievement and inclusion of Delaware students with disabilities.

Goal 1: Improved literacy and reading skills for children with disabilities in three age groups: preschool, kindergarten through 3<sup>rd</sup> grade, and grades 4 through 12. (Achievement)

Goal 2: All students with mild and moderate disabilities will gain access to and progress in the general curriculum. (Inclusion)

The SIG is designed to bring about changes at all levels of the educational system over time. Consequently, the outcome evaluation has been designed to examine impact at multiple levels over the five-year period of the grant. Intermediate goals of the SIG focus on changes at the following levels:

- The student level,
- The teacher/classroom level,
- The school level,
- The level of parents and families, and
- The system or state level.

The outcome evaluation focuses on specific effects that the SIG has upon not only student achievement, but also other intermediate goals which include change of classroom instructional practice, change of educator and parental attitudes, change of access to curriculum/instruction of students with disabilities. Consequently, the evaluation activities proposed address these areas.

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<sup>2</sup> It is understood that the Education and Human Service Group will be providing additional external evaluation services to the Delaware Department of Education that will encompass the process evaluation components of the evaluation plan. The process component primarily involves the collection of data to monitor and track the implementation of project intervention activities as delineated in the SIG proposal, Section VII.

GOAL #1: IMPROVED LITERACY AND READING SKILLS FOR CHILDREN WITH DISABILITIES IN THREE AGE GROUPS: PRESCHOOL, KINDERGARTEN THROUGH 3RD GRADE, AND GRADES 4 THROUGH 12

FOCUS	OBJECTIVE	MEASURES	YR 1	YR 2	YR 3	YR 4	YR 5
<u>STUDENT ACHIEVEMENT</u>							
Preschool Students <sup>3</sup>	Early literacy skills of 80% of the preschool special education (and at-risk) students will increase.	Analysis of end-of year work sampling assessments (k-1) 2002-03  Analysis of 3 <sup>rd</sup> grade DSTP performance as compared to a similar group of students who did not attend targeted preschool programs.		◆	◆	◆	◆
k-3 Students	The reading skills of 80% of the k-3 students with disabilities will be enhanced within the 20 lowest performing schools selected annually.	Analysis of end-of year work sampling assessments (k-1) 2002-03 (baseline)  Analysis of DSTP (grades 2-3) 2002-03 (baseline)  Analysis of DDOE database to determine % of students retained in grade.	◆	◆	◆	◆	◆
4-12 Students	The reading skills of 70% of the children with disabilities in grades 4-12 will be enhanced.	Analysis of DSTP (grades 4-10) 2002-03 (baseline)  Analysis of DDOE database to determine % of students retained in grade.  Analysis of DDOE data to determine % of students w/disabilities earning various forms of diplomas (grade 12).	◆	◆	◆	◆	◆

<sup>3</sup> In year 1, we will explore the possibility of using the Creative Curriculum Outcomes Checklist.

## REPORTING:

The time of the release of this section of the report will be dependent upon the availability of data from the Delaware Department of Education.

This report will include the analysis of data that will yield annual findings as to the % of students in 2 of the 3 groupings (k-3, and 4-12) that demonstrate achievement gains. These data will be disaggregated by the number of years students spent in schools that were the focus of the SIG initiative, in years 2-5. Data can also be disaggregated by any variable that is contained within the DDOE database (e.g. race, SES, gender) in line with reporting requirements of the federal No Child Left Behind legislation.

Achievement data for preschool students will be reported in years 2 through 5. Beginning in year 2, an analysis of work sampling assessments (k-1) will be conducted. In addition, achievement data for preschool students will be reported in years 4 and 5, tracking two cohorts of preschool students and comparing their gains to a similar group that did not participate in the targeted pre-school programs.

FOCUS	OBJECTIVE	MEASURES	YR 1	YR 2	YR 3	YR 4	YR 5
CLASSROOM INSTRUCTIONAL IMPACT							
Pre-school Teachers	Teachers will implement scientifically-based developmentally appropriate activities to teach pre-literacy/literacy skills that will improve special education (and at-risk) students' access to the general curriculum.	Fidelity data on teacher implementation will be collected via classroom observation by trainers. Evaluators will analyze data from a sample of participating teachers to determine level of implementation by type of program.	◆		◆		◆
k-3 Teachers	Teachers will implement scientifically-based literacy/reading practices with an emphasis on struggling special education readers who are ethnically diverse and will improve special education students' access to the general curriculum.	Fidelity data on teacher implementation will be collected via classroom observation by trainers. Evaluators will analyze data from a sample of participating teachers to determine level of implementation by school.		◆		◆	◆

4-12 Teachers	Teachers will implement scientifically-based literacy/reading practices with an emphasis on struggling special education readers who are ethnically diverse and will improve special education students' access to the general curriculum.	Fidelity data on teacher implementation will be collected via classroom observation by trainers. Evaluators will analyze data from a sample of participating teachers to determine level of implementation by school.	◆		◆		◆
<b>Impact of Ongoing Support, Training, and Coaching</b>							
Pre-school, k-3, & 4-12 Teachers	The training team will provide ongoing support, training, and coaching.	Survey data will be collected from teachers in targeted SIG schools to ascertain their perceptions of the effectiveness of SIG training, support, and coaching.		◆	◆	◆	◆

#### REPORTING:

Based on the schedule of data collection indicated in the previous table, data will be analyzed to determine the level of fidelity of implementation within each of the targeted schools. Schools will be rated according to their level of implementation and degree to which special education students are accessing the general curriculum. Subsequently, student achievement changes will be examined by school to explore inter-relatedness of implementation, access, and achievement.

In addition, teacher survey data, from all three levels of intervention, will speak to participants' views of the effectiveness and impact of the training, ongoing support and coaching component of the SIG initiatives. Teacher survey data will be disaggregated by levels of experience/education.

FOCUS	OBJECTIVE	MEASURES	YR 1	YR 2	YR 3	YR 4	YR 5
PARENTAL IMPACT							
Preschool Parents	The DE PTI will provide information and training for parents of children being served...including strategies for promoting their child's pre-literacy and literacy skills.	A survey will be administered to a stratified random sample of parents of children of the 50 teachers trained to determine their response to the DE PTI intervention and website, including how they access information and its usefulness.	◆		◆		◆
Parents of k-3 children	The DE PTI will provide information and training to parents of children with disabilities grades k-3 in approximately 20 lowest performing schools.	A survey will be administered to a stratified random sample of parents of children with disabilities grades k-3 in approximately 20 lowest performing schools to determine their response to the DE PTI intervention and website, including how they access information and its usefulness.	◆		◆		◆
Parents of 4-12 student	The DE PTI will provide information and training to parents of students with disabilities grades 4-12 in the lowest performing middle & high schools.	A survey will be administered to a stratified random sample of parents of students with disabilities grades 4-12 in the lowest performing middle & high schools to determine their response to the DE PTI intervention and website, including how they access information and its usefulness.	◆		◆		◆

#### REPORTING:

Bi-annually, parents of children in targeted classrooms/schools will be surveyed to determine their participation in and use of the PTI training and website, and their perceptions of the effectiveness of the parent training. In addition, the survey will explore the degree to which parents perceive themselves to be more effective partners in the education of their children as a result of their PTI participation.

**GOAL #2: ALL STUDENTS WITH MILD AND MODERATE DISABILITIES WILL GAIN ACCESS TO AND PROGRESS IN THE GENERAL CURRICULUM**

FOCUS	OBJECTIVE	MEASURES	YR 1	YR 2	YR 3	YR 4	YR 5
<u>ATTITUDINAL CHANGE</u>							
Schools/ Parents	The DDOE will broadly disseminate information regarding the philosophy, benefits, and strategies of universal curriculum design.	A subset of questions will be included on both Public Poll and Educator Poll on the Condition of Education in Delaware to track change in parental and educator beliefs about universally designed general curriculum.	◆		◆		◆

**REPORTING:**

Three times during the term of the grant period, parental and educator attitudes toward universal curriculum design will be assessed. A baseline will be established during the 2003-04 academic year. Attitudinal change in regards to universal design and inclusion will be reported as indicated above as subsections of the Public/Educator Polls. The educator poll report is usually available by December of each year. The Public Poll is completed by April of each year.