



New York State Systemic Improvement Plan

Phase III

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Introduction to New York State’s SSIP Phase III

The State Systemic Improvement Plan (SSIP), pursuant to the requirements of the United States Department of Education (USDOE), Office of Special Education Programs (OSEP), is a multi-year, achievable plan developed by the New York State Education Department (NYSED), in consultation with stakeholders, that is designed to increase the capacity of school districts to implement, scale up, and sustain evidence-based practices to improve outcomes for students with disabilities.

In Phase I, NYSED developed a State Identified Measurable Result (SiMR) to increase the percentage of students with disabilities who score at proficiency levels 2 and above on the grades 3-8 English Language Arts (ELA) assessment (including students who take the regular ELA State Assessment with or without accommodations and students who take the New York State Alternate Assessment). During Phase II, in consultation with stakeholders, NYSED developed improvement activities designed to achieve the SiMR. Over the past several months, after meeting with representatives from the OSEP, technical assistance providers from the National Center on Systemic Improvement (NCSI) and the Individuals with Disabilities Education Act (IDEA) Data Center (IDC), and with a diverse group of stakeholders, NYSED has revised its SiMR and improvement activities as part of its Phase III SSIP. The Phase III report is structured as follows to reflect these activities and revisions:

- A. Progress on SiMR developed in Phase I
- B. Progress on infrastructure enhancements and alignment of State improvement plans as outlined in Phase II
- C. Progress on improvement activities during the past federal fiscal year (FFY) (2015-2016)
- D. Phase III development
 - a. Stakeholder engagement
 - b. Data Analysis and Decision Making Leading to SiMR and Coherent Improvement Strategies (evidence-based practices and infrastructure improvements)
 - c. State Identified Measurable Result (SiMR)
 - d. Baseline, Targets, Outcomes
 - e. Theory of Action
 - f. Coherent Improvement Strategies
 - g. Logic Model
 - h. Infrastructure Enhancements
 - i. Evaluation
 - j. Communication Plan/Next Steps



A. Progress on SiMR Developed in Phase I

SiMR: Increase the percentage of students with disabilities who score at proficiency levels 2 and above on the grades 3-8 ELA State Assessment (including students who take the regular ELA State Assessment with or without accommodations and students who take the New York State Alternate Assessment).

Baseline, Targets, Outcomes

Grades 3-8 English Language Arts Assessment (including NYSAA ¹ results) Percentage of students with disabilities at proficiency level 2 and above			
FFY	Target ≥	Actual Results	Δ From Baseline
2013-2014		31% (baseline)	
2014-2015	35%	35%	Met Target
2015-2016	38%	39%	Increase, Exceeded Target 1 %
2016-2017	45%		
2017-2018	48%		
2018-2019	51%		

Actual Performance Data for 2015-2016

In 2014-2015, 35 percent of students with disabilities performed at levels 2 and above on the Grades 3-8 ELA State Assessments. NYSED met its target. In 2015-2016, 39 percent of students with disabilities performed at levels 2 and above on the Grades 3-8 ELA State Assessments. NYSED exceeded its target by 1 percent.

B. Progress on Infrastructure Enhancements

In Phase II, the following were identified as improvements that will be made to NYSED infrastructure to better support local educational agencies (LEAs) to implement and scale up evidence-based practices to improve results for students with disabilities. Progress on these enhancements is outlined below.

Phase II Goal: Establish a resource for information on best practices in the education of students with learning disabilities. Progress on Goal:

¹ New York State Alternate Assessment is the State testing program that measures attainment of the State’s learning standards in the areas of ELA, mathematics, science, and social studies for all students with severe disabilities in Grades 3-8 and high school.



NYSED will develop and disseminate a statewide survey to a variety of stakeholders, in the fall of 2017. The survey will be designed to gather information regarding existing resources and needs in the area of learning disabilities. The outcome will then inform the development of a forum to be held at a future date. The purpose of this forum is to:

- Increase awareness of the instructional needs of this subgroup of students with disabilities;
- Identify pre-service education and professional development that will provide educators with resources, tools and strategies to meet the needs of students with learning disabilities;
- Brainstorm key issues which impact the educational outcomes for individuals with learning disabilities including meaningful access to general education, appropriate instructional supports, eligibility determinations, individualized education program (IEP) development, and self-advocacy; and
- Provide suggestions to increase communication and understanding among educational organizations, teachers, families, NYSED, and other stakeholders related to this specific group of students.

NYSED will use the information gained from the survey and the forum to inform next steps on initiatives that support improving outcomes for students with learning disabilities in New York State, including SSIP.

Phase II Goal: Provide professional development and resources for schools, families and students to promote greater access to assistive technology for students with disabilities. *Progress on Goal:*

- In May 2016, NYSED's Office of Special Education posted on its webpage a webcast on Assistive Technology (AT) for Students with Disabilities that provides an overview of policy, practices and resources related to assistive technology.
- The Assistive Technology Consideration Checklist has been provided to support committees on preschool special education (CPSEs) and committees on special education (CSEs) in their thorough consideration of AT devices for students with disabilities. The Checklist guides the committees in their consideration of the AT needs of individual students across a range of educationally relevant environments and tasks to support appropriate, student-centered decision-making. The Checklist is available at: <http://www.p12.nysed.gov/specialed/publications/2016-memos/assistive-technology-webinar.html>.
- The Office of Special Education has guidance available online for schools on the transfer of school district-purchased assistive technology to a student upon the student's transition to postsecondary settings.
- The Office of Special Education has posted a link to the Center on Technology and Disability (funded by OSEP) which provides numerous resources on assistive technology for administrators, teachers, parents, and students.



Phase II Goal: Provide guidance to school districts and schools on appropriate scaffolds for Common Core Learning Standards instruction for students with disabilities. *Progress on Goal:*

- The Office of Special Education and the Office of Curriculum continue to collaborate to develop scaffolding guides for students with disabilities as a resource for teachers to use to improve student access to instruction as appropriate. The guides are being reviewed to ensure that they reflect the revisions being made to the New York State Learning Standards.

Phase II Goal: Quality Standards – Blueprint for Improved Results for Students with Disabilities – published in November 2015. *Progress on Goal:*

- The Blueprint for Improved Results for Students with Disabilities provides the foundation for the work of the Office of Special Education and establishes priorities for NYSED's and LEAs' work to improve outcomes for students with disabilities. Developed as a framework of seven key principles with evidence statements, the Blueprint is intended to clarify expectations for administrators, policymakers and practitioners to ensure that students with disabilities have the opportunities to benefit from high quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. This document is available on NYSED's website as well as in published format. More information can be found at the following link: <http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf>.

During the past year, NYSED has widely disseminated the Blueprint via stakeholder meetings, information sessions for parents of students with disabilities, and by linking, explicitly, the principles of the Blueprint to our goals during all professional development sessions provided by the Regional Special Education Technical Assistance Support Centers (RSE-TASC). Currently in development is a self-assessment tool for the field to assess and align teacher practices and systems to each of the key principles. School leaders will be able to identify their current state of alignment with the Blueprint and will be provided with resources to continue growth in each of the areas of the blueprint.

Phase II Goal: Professional Development. *Progress on Goal:*

- Through a contract with the Professional Learning Center, professional development and resources are provided to RSE-TASC regional and school-based specialists² to ensure they have the expertise to support schools in systems change and changes in instructional practices. The following table outlines the topics of professional development, aligned to the SiMR, which were provided to the RSE-TASC Specialists in Phase II:

² As described in SSIP Phase I and Phase II

State Systemic Improvement Plan – Phase III



Please see Appendix for Acronym List

Date	Topic(s)	Targeted Audience	# of Participants	Evaluation Survey Data ³ <i>Percentage of “Agree to Strongly Agree” that the session deepened knowledge/understanding</i>
10/21/2015	Blueprint for Improved Results for Students with Disabilities	Regional Coordinators, SESIS, NDS	137	No Quantitative data collected ⁴
	Supporting High Quality Literacy Systems, Practice and Instruction: Foundational Knowledge and Methods for Teaching Students with Disabilities to Read			Supporting High Quality... 60.2% (N=53 of 88 respondents)
	Session 1 - What Does a District Literacy System Look Like? Lessons Learned from the Field			Session 1: 90.9% (N=40 of 44 respondents)
	Session 2 - Supporting High Quality Literacy Systems, Practice and Instruction Continued: Applying Effective Literacy Practices to Specific Cases - Digging a Little Deeper			Session 2: 56.0% (N=23 of 41 respondents)
	Session 3 - Train the Trainer: An Overview of a Workshop for Teachers on How Improving Sentence Writing Skills of Students with Disabilities Can Lead to Improvement in Writing and Critical Thinking			Session 3: 98.4% (N=64 of 65 respondents)
10/22/2015	<ul style="list-style-type: none"> ▪ Leading the Way through the Quality Improvement Process ▪ Highlighting Success in the Field of Promising Literary Practices 	Regional Coordinators, SESIS, NDS	137	Data collected on 10/22/15 did not address the question of deepened or improved knowledge.
1/5/16	<ul style="list-style-type: none"> ▪ Common Core and Common Sense: Improved Student Outcomes for Students with Disabilities ▪ Least Restrictive Environment (LRE) for Students with Disabilities ▪ The IEP in the Quality Improvement Process (QIP) 	Regional Coordinators, SESIS, NDS	137	Common Core: 91% (N=96 of 106 respondents) There was no data collected from LRE or IEP Sessions that pertains to deepened or improved knowledge.

³ The percentage provided has been derived from the following item stem using an “agree” to “disagree” scale. The percentage combines “agree” and “strongly agree” percentages. Item Stem: This session deepened my knowledge and understanding of the content/topics presented.

⁴ Qualitative data reflects positive feedback from participants

State Systemic Improvement Plan – Phase III



Date	Topic(s)	Targeted Audience	# of Participants	Evaluation Survey Data ³ <i>Percentage of “Agree to Strongly Agree” that the session deepened knowledge/understanding</i>
4/6/2016	Systems of Support for Literacy Instruction/Intervention for Culturally, Linguistically, Economically and Academically Diverse Students	BSES, NDS, Regional Coordinators, RSETS, SESIS	166	38.5% (N=35 of 91 respondents)
4/7/2016	Program and Service Delivery Options for Bilingual Learners	Regional Coordinators, BSES, NDS, RSETS, SESIS	166	Program and Service: 51.7% (N=44 of 85 respondents)
	Overview of Bilingual Common Core Progressions to Ensure that English Language Learners (ELLs) with Disabilities Have Access to the Common Core Learning Standards			Overview of Bilingual: 92.3% (N=36 of 39 respondents)
	The Link Between School Culture, Social-Cultural Factors, and Behavior for ELLs			The Link Between: 54.9% (N=28 of 51 respondents)
	How Cultural and Linguistic Diversity May Be Addressed in the QIP			How Cultural: 75.0% (N=18 of 24 respondents)
	Effective Strategies for Working with Teachers, Families and Community			Effective Strategies: 63.3% (N=19 of 30 respondents)
9/2016	QIP Boot Camp	NDS, SESIS	127	N/A conducted regionally by RSE-TASC Coordinators
10/18/2016	Foundational Training for new Network Specialists <ul style="list-style-type: none"> ○ Start With Why: An Introduction to the RSE-TASC Network ○ Leading for Change ○ Data for All 	BS, BSES, NDS, RSETS, SESIS, TS	25	Start with Why: 95% Leading for Change: 92% Data for All: 95%

State Systemic Improvement Plan – Phase III



Date	Topic(s)	Targeted Audience	# of Participants	Evaluation Survey Data ³ <i>Percentage of “Agree to Strongly Agree” that the session deepened knowledge/understanding</i>
2/7/2017	<ul style="list-style-type: none"> ▪ Foundational Training: A Foundational Framework for Literacy <ul style="list-style-type: none"> ○ Understanding how to conduct a reading assessment audit ○ Knowing the types and purposes of reading assessments ○ Understanding the framework for explicit reading instruction ○ Understanding of and access to tools and resources ▪ Literacy Quality Indicators (QI) and How They Can Help You <ul style="list-style-type: none"> ○ Know and understand Literacy QI's, what they are, how to access, and the research base from which they're designed. ○ Know how to integrate QIs into specialist work...what does it look like in practice? ○ Update on work group, what changes to expect 	SEGIS/NDS	50	Survey is still active and open to respondents.
2/8-9/2017	<ul style="list-style-type: none"> ▪ SEGIS/NDS Network Meeting <ul style="list-style-type: none"> ○ NYSED Office of Special Education Updates ○ Evidence Based Practices (EBP) ○ EBP Literacy Strategies <ul style="list-style-type: none"> ▪ Promoting student self-advocacy and engagement ▪ Vocabulary strategies for students with disabilities at the secondary level ▪ Mnemonics and memory strategies for students with disabilities ▪ EBPs for Reading 	Regional Coordinators, SEGIS, NDS	138	Survey is still active and open to respondents.



- Phase II reflected that NYSED would provide ongoing professional development to the RSE-TASC specialists in “Standards-based IEPs” to ensure they have the expertise to assist CSEs in developing IEPs with meaningful and appropriate IEP goals and accommodations as needed to access the State Learning Standards.
 - NYSED provided two training sessions to RSE-TASC specialists in “Standards-Based IEPs” through Carol Kosnitsky and conducted follow up sessions to process and practice the information provided.
 - The RSE-TASC Regional Special Education Trainers (RSETs) have provided two regional training sessions focused solely on standards-based IEPs. Fifty participants attended these sessions, available to any school district in the State. The RSETs have infused information regarding standards-based IEPs into 36 other trainings on “Writing Appropriate IEP Goals” or “Developing a Quality IEP.” Audiences for these trainings totaled approximately 1,000 participants. NYSED continues to work on developing a vetted training package on the topic of standards-based IEPs.

Phase II Goal: Governance – Develop policy on School Climate and Positive Behavioral Interventions and Supports (PBIS) as one step to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact students with disabilities. *Progress on Goal:*

- NYSED continues to make promoting school climate and school safety a priority. Over the course of the 2014-15 school year, NYSED worked toward the implementation of 36 recommendations put forth by the NYS Safe Schools Task Force (<http://www.regents.nysed.gov/common/regents/files/meetings/SSTFUpdateOct2015.pdf>). These recommendations included the development of a Statewide School Climate Index, and support implementation of theoretically grounded and evidence-based multi-tiered frameworks such as PBIS. Over the course of the 2015-16 school year, NYSED engaged in further discussion with the NYS Board of Regents on this work. In April 2015, NYSED presented the concept of a New York Statewide School Climate Index that would provide school administrators with a tool to measure school climate. The School Climate Index would provide school administrators with a full picture of a school’s climate. In October 2015, there was a follow-up discussion in which department staff provided a status update on the work of the NYS Safe Schools Task Force.

In the 2016-17 school year, NYSED implemented a pilot with six school districts that comprises three components:

1. conducting valid and reliable school climate surveys (developed by USDOE) with students, school personnel and parents;
2. reviewing Violent and Disruptive Incident Reporting (VADIR) data and the calculation of the School Violence Index (http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html); and
3. calculating chronic absenteeism rates by school building. The results of these three indicators would be calculated into a School Climate Index which is a tool for school administrators to use to improve the school’s climate.



The superintendent would bring together a Community Engagement Team comprised of students, school personnel, parents, unions, community members, etc., to review the results of each of the three components and develop an action plan to address any areas that would need improvement. Other indicators such as graduation rates and suspension rates, among others, could be reviewed by the Community Engagement Team as well. Plans are underway to determine the best strategy to roll out the School Climate Index statewide over the next year or two.

In February 2016, the NYS Board of Regents engaged in a discussion about the work of the New York State Permanent Judicial Commission on Justice for Children. The discussion centered on the school-justice connection which results in too many school-aged children spending time in court, being suspended or expelled from school, or placed in juvenile justice facilities. Included in the discussion was information on School-Based Frameworks and Practices that can help, including school-wide PBIS. The following next steps were recommended:

1. Continue to engage with key stakeholders to promote school-justice partnerships;
2. Develop recommendations and more comprehensively deliver technical assistance that will more clearly define uniform discipline policies and practices;
3. Assist school districts to implement strategies to reduce the frequency of suspensions and expulsions, especially for youth of color, students with disabilities, and English language learners;
4. Improve data collection processes to inform decisions on addressing youth-related issues;
5. Build frameworks in schools and institute strategies that promote and measure school climate; and
6. When funding becomes available, provide professional development for administrators, teachers and community. (<http://www.regents.nysed.gov/common/regents/files/216p12d3.pdf>)

Building upon NYSED's decade of work on social and emotional learning cited above, the Safe Schools Task Force Student Engagement and School Culture workgroup:

- is developing Social-Emotional Learning (SEL) benchmarks and measures for New York State. Factors identified to guide development of SEL benchmarks include: SEL frameworks; overarching SEL principles: examination of standards developed by other states; contributing factors to SEL; best practices related to SEL; best practices related to systems changes; measurement of SEL; addressing equity; and return on investment; and
- recommends the systemic implementation of a whole child/whole school approach to social and emotional learning in K-12 schools as the framework for establishing and sustaining a positive, safe and supportive school culture and climate for all children.



Phase II Goal: Review policy on Academic Intervention Services to leverage use of multi-tiered systems of support. This will improve literacy instruction and use of data and progress monitoring to improve result for all students, including students with disabilities and lead to the more appropriate identification of student with learning disabilities. *Progress on Goal:*

- The Board of Regents P-12 Education Committee reviewed the requirements for Academic Intervention Services (AIS) during the April 2016 Regents meeting. The Committee discussed previous actions taken by the Board of Regents to provide flexibility in the provision of AIS through the 2015-16 school year. At the Board's direction, NYSED reached out to stakeholders and districts to solicit feedback on the effectiveness of AIS to assist in making recommendations to the Board. Many school districts and stakeholders agree that the provision of AIS should be based on multiple measures and not entirely based on the results of the State assessment. This view is consistent with Recommendation #19 of Governor Cuomo's Common Core Task Force Report released in December 2015 that specifically states, "Prevent students from being mandated into Academic Intervention Services based on a single test." Many districts also indicated that they would prefer a Response to Intervention (RtI) approach rather than an AIS approach, but need additional resources and/or training to make this transition. Given the Task Force's recommendation on AIS and the feedback that NYSED has received on the importance of multiple measures in the decision-making process, NYSED asked districts to share their recommendations on how to incorporate multiple measures into the decision-making process, including parent input, on whether or not a student should receive AIS. NYSED proposed to provide additional recommendations to the Board at a later date for options to strengthen AIS services and to determine the use of RtI programs as an effective research-based way to provide AIS to students.

The proposed amendments to AIS regulations became effective for the 2016-2017 school year on July 27, 2016 and can be found at:
<http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

The amended regulations continue to allow a school district to provide an RtI program in lieu of providing AIS to eligible students, provided that certain criteria are met (100.2(ee)(7) – <http://www.p12.nysed.gov/part100/pages/1002.html#ee>).

Phase II Goal: Addressing Needs of ELLs – Collaboration between the Office of Special Education and the Office of Bilingual Education and World Languages (OBEWL). *Progress on Goal:*

- Over the past year, the Office of Special Education and OBEWL developed a Plan of Action to address the disproportionate representation of ELLs in certain disability categories; drafted guidance on identification of ELL status and programs and services for ELLs with disabilities; and provided professional development to our technical assistance providers and stakeholders on: (a) new regulations regarding the identification of ELL status and criteria for exiting ELL



status, (b) appropriate techniques for identifying disabilities, and (c) evidence-based instructional practices for ELLs with suspected and identified disabilities.

Phase II Goal: Accountability – Enhance the impact for students with disabilities on the State’s aligned accountability systems under the Elementary and Secondary Education Act (ESEA) and IDEA through regular meetings with the Office of Accountability and Office of Special Education. *Progress on Goal:*

- The Office of Special Education and Office of Accountability continue to work closely to ensure aligned systems of accountability through identification of schools with low performance for the subgroup of students with disabilities; collaboration on district and school reviews to include special education specialists; ongoing professional development by special education specialists to scale up evidence-based instructional practices in low performing schools. Annually each district is measured for performance (ESEA) and IDEA) and/or compliance (IDEA) and the designation of districts as Meets Requirements, Needs Assistance, and Needs Intervention is used to help inform regional deployment of RSE-TASC specialists in providing professional development and technical assistance.

With the authorization of the Every Student Succeeds Act (ESSA), members from the Office of Special Education, members of the RSE-TASC Regional Coordinators and RSE-TASC Specialists have participated in a statewide Think Tank coordinated by the Office of Accountability, to provide stakeholder input, and to conduct and facilitate regional meetings to gain input from the field for development of the New York State ESSA Plan. The Think Tank participants from the Office of Special Education and the RSE-TASCs are also assigned to workgroups, charged with developing specific components of the ESSA Plan, ensuring that the needs of students with disabilities are considered in the areas of Challenging Academic Standards, Accountability Methodologies and Measurement, Supporting Excellent Educators, Supporting English Language Learners, Supporting All Students, and Support and Improvement for All Students.

C. Progress on Improvement Activities During the Past FFY (2015-2016)

In Phase II, NYSED identified the implementation of the following evidence-based practices that would result in changes in LEA, school and provider practices to achieve the SiMR for students with disabilities:

- Research-based literacy instruction
- Use of research and evidence-based practices in the provision of specially-designed instruction
- Response to Intervention (RtI)
- Positive Behavioral Interventions and Supports (PBIS)



To support LEA implementation of these practices, NYSED provided professional development and technical assistance to selected schools to scale up the use of evidence-based practices. The processes used to select the targeted schools are described under each improvement activity description in the Phase II report (pages 12–16): http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIIPPhaseIIReportMarch2016_000.pdf.

1. In collaboration with the Office of Accountability, assign RSE-TASC Special Education School Improvement Specialists (SEIS) to participate in the Diagnostic Tool For School And District Effectiveness (DTSDE) Accountability Reviews when districts and schools are identified for low performance for the subgroup of students with disabilities. In addition to the DTSDE, use the findings from RSE-TASC instructional walk-through data for evidence-based practices for students with disabilities to inform the focus of systemic change.
2. Assign SEIS to approximately 330 schools annually to provide up to three years of professional development and technical assistance to low performing districts in the areas of literacy, behavior and specially-designed instruction.
3. Assign behavior specialists to approximately 166 schools, primarily in school districts whose data indicates a high or disproportionate rate of suspension and/or other disciplinary actions for students with disabilities to assist schools to develop, implement and sustain high quality systems of positive behavioral interventions and supports.
4. Provide statewide webinars and provide regional training and in-district technical assistance to approximately 183 schools to support them in scaling up high quality RtI programs, with targeted information sessions for parents in these schools, to promote early and appropriate identification of students with learning disabilities and use data to inform instruction.

Evaluation of Impact of Improvement Activities

For each improvement activity, NYSED collected and analyzed data to answer the following questions:

1. Did the activity occur?
2. Did the activity accomplish its intended outcome(s)? If not, why not?
3. Do practitioners implement the practices?

Improvement Activities 1 and 2: Assignment of SEIS to participate in DTSDE reviews and provide support to low-performing districts

In FFY 2015-2016, 330 elementary/middle schools received SEIS support. In each of these schools, the SEIS worked with a Quality Improvement Process (QIP) Team that is representative of the district/school stakeholders (i.e. school/district administrators, CSE Chairperson, instructional staff (general and special education representatives). Together the team assesses the quality and effectiveness of instructional delivery for students with disabilities in the areas of specially designed instruction, specially designed literacy instruction, and positive behavior supports via data collected. From that analysis, the QIP team:

State Systemic Improvement Plan – Phase III



1. Prioritizes what improvement activities will become the focus of the QIP plan as well as the focus of the SESIS’s work;
2. Identifies 1-2 measurable student outcome goals (how students’ performance will improve from the QIP Plan efforts) that will anchor the improvement activities included in the plan;
3. Identifies the technical assistance activities that the RSE-TASC will engage in with the district/school to support the attainment of the student outcome goals;
4. Identifies measurable methods of collecting progress monitoring data around the student outcome goal, as well as evidence of impact the SESIS’s professional development and technical assistance has had on teacher instructional practices and systemic supports within the building. QIP Team members meet minimally on a quarterly basis to discuss progress on QIP activities, analyze new data collected for progress monitoring purposes. SESIS are on-site in their QIP schools minimally one day per week, conducting a variety of coaching and technical assistance activities, such as meeting with grade level professional learning communities, participating in monthly building-level faculty meetings to deliver topical professional development, or conducting coaching debriefs.

The chart below reflects the data in relation to the evaluation questions posed in relation to SESIS work in targeted schools.

RSE-TASC SESIS		
Evaluation Questions	Results	
1a. How many schools received SESIS support in elementary/middle school beginning with the 2015-2016 school year	330 schools	
1b. Of those schools, in how many did the SESIS also participate in the DTSDE review, either at the district or school level or both?	70 schools	
	# of Schools	% of Schools
1c. Of the elementary/middle schools receiving SESIS support, how many and what percent demonstrated a measurable change in implementation of identified instructional practices as documented in their QIP Plan?	213	65%
1d. Of the elementary/middle schools receiving SESIS support, how many and what percent demonstrated a measurable change in student outcomes as documented in the QIP Plan?	146	44%
1e. Of those elementary/middle schools receiving SESIS support in the area of literacy, how many and what percent of those schools: (180 schools)		
o Attained the student literacy outcome goal identified in each school’s QIP by the end of FFY 2015-2016?	83	46%
o Demonstrated a measurable change in implementation of identified instructional practices?	157	87%
1f. Of the schools identified in 1e (180 schools) , what percent of those schools demonstrated improved ELA results from the prior year (2014-2015)?	129	72%



Summary of Results for Improvement Activities 1 and 2: Assignment of SESIS to participate in DTSDE reviews and provide support to low-performing districts

The outcomes in 1f reflect that a substantial number of schools receiving SESIS support in the area of literacy demonstrated improved results in Grades 3-8 ELA State Assessment scores from 2014-2015 to 2015-2016. The work of the RSE-TASC SESIS is driven by the QIP which is based upon the plan, do, study, act cycle from implementation science. This research-based process focuses on changing systems and instructional practices to improve outcomes for students with disabilities. Both the RSE-TASC Coordinators and the Professional Learning Center provide on-going professional development to ensure that the RSE-TASC SESIS are well trained and afforded opportunities to implement with consistency. However, there are numerous variables that impact the QIP process and the work of the SESIS. Each QIP is targeted and individualized to the specific needs of the school and/or district and focuses on a variety of student outcome measures which may or may not include literacy. QIP student outcome goals frequently focus on a small cohort of students at a particular grade level. Due to this variability in goals and the potentially large gap between the size of the student population targeted for support in any particular QIP and the schoolwide population of students with disabilities, it may be difficult to link improvement on the ELA State Assessments across all grade levels (Measure 1f) directly to SESIS support. However, the QIP process supported by the SESIS focuses on improvement in instructional practices and systems goals, as well as student outcome goals, so the potential to impact schoolwide outcomes for students with disabilities across multiple grade levels is foundational to the work of the RSE-TASC. Correlating the impact of SESIS support directly to improved ELA State Assessment outcomes may be more accurately measured in the next phase of the SSIP through interim measures of progress and fidelity of implementation measures, accompanied by a focus on a specific cohort of students in schools working with SESIS.

Improvement Activity 3: Professional development to provide high quality tiered systems of support – Response to Intervention

In FFY 2015-2016, through funding from a State Personnel Development Grant (SPDG), the NYS Rtl TAC developed and provided webinars on Multi-Tiered Systems of Support (MTSS) and coordinated development of professional development modules with the four regional Rtl Professional Development Teams on Tier II and Tier III Interventions. The Rtl professional development teams provided support to 175 schools in 112 LEAs through regional professional development (five days per year) and on-site technical assistance (three days per year). The external evaluator for the project conducted surveys and fidelity checks for delivery of professional development, conducted verification checks of data from Rtl School Self-Assessment Surveys and collated the data from those surveys. This improvement activity was fully described in Phase II, page 15. (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf)



Rtl TAC/Rtl Regional Professional Development Teams		
Evaluation Questions	Results	
	# of Offerings	# of attendees
2a. How many State webinars and regional trainings on Rtl were provided and how many individuals attended?		
Professional Development Sessions	9	917
Webinars	12	1,246
	Number of Sites	% of Sites
2b. Of the 112 sites (175 schools) with Rtl design teams and receiving PD/TA support for Rtl implementation during the 2015-16 school year, how many and what percent of sites completed the training program (i.e., attended the majority of the training sessions (3 out of 5) and participated in at least three onsite TA visits)?	59/112	53%
2c. Of the sites that completed the training program as described in 2b, how many and what percent had evidence of implementation with fidelity:		
• In Tier I?	12/59	20%
• In Tier II?	21/59	36%
• In Tier III?	14/59	24%
• Implementation with fidelity at all three tiers	7/59	12%
2d. In the seven sites (a total of 14 schools) that implemented Rtl with fidelity (i.e., implemented with fidelity at all three tiers), what percent of these schools demonstrated improved ELA results at levels 2 and above from the prior year (2014-2015)?	11/14	79%

Summary of Results for Improvement Activity 3: Professional development to provide high quality tiered systems of support – Response to Intervention

The outcomes for this measure reflect an increase in ELA State Assessment results from 2014-2015 to 2015-2016 in those schools identified as implementing with fidelity at all three tiers. There are some specific factors that should be considered in interpreting the results of these measures. Variabilities in the structure of support from the Rtl Professional Development Teams, variabilities in the school/district Rtl Design Teams, and inconsistent attendance by the district Rtl Design Teams at professional development sessions and on-site technical assistance visits all impacted the outcomes for this particular improvement activity.

The Rtl Professional Development (PD) Teams used professional development modules, developed in coordination with the NYS Rtl TAC, to provide consistent professional development. The project’s external evaluator observed the PD teams in delivery of the professional development for alignment of delivery with content and observed the on-site technical assistance visits for consistency. The PD teams developed a standardized Rtl Action Plan template for use with the school/district Rtl Design Teams to target their support to areas identified jointly by the PD teams and the Design Teams. The Rtl TAC developed and delivered the webinar series used during



the project to support the content offered during the professional development sessions. The PD teams used the Rtl Self-Assessment Survey to measure fidelity of implementation and the project evaluator conducted a sample verification of 20 percent of the assessments completed. Despite these considerations for consistency, the outcomes of support provided during the project were influenced by several factors. Although the PD Teams provided consistent content, the construct of the project was designed to provide broad professional development support (a total of five regional professional development days per year and three on-site technical assistance visits annually), which precluded deeply-embedded coaching support and more strategically targeted professional development. Although the cohort school districts signed a memorandum of agreement to attend regional professional development sessions and be available for on-site technical assistance visits and webinars, the Rtl Design Teams were often unable to travel to the regional professional development sessions consistently as a group or to avail themselves fully of the on-site technical assistance. Turnover among the Rtl Design Team members diminished the impact of the support provided by the PD Teams and often resulted in challenges with communication and data collection. Despite these challenges, both the Rtl PD Teams and many of the school/district Rtl Design Teams reported, through surveys and information shared during on-site visits, positive changes in instructional practice, tiered intervention, and data collection and analysis because of the support provided. The Rtl Personnel Development Project will end in June 2017, and outcomes from the project, including case studies that will conclude in the spring of 2017, will help inform next steps in statewide support for Rtl.

Improvement Activity 4: Professional development to provide high quality tiered systems of support – PBIS

During FFY 2015-2016, RSE-TASC Behavior Specialists supported 165 schools which were prioritized through a regional planning process for on-site support with technical assistance and professional development. NYS PBIS TAC provides high quality professional development and technical assistance to the State's RSE-TASC Behavior Specialists to ensure they have the knowledge, consistent training skills, and coaching skills to support schools to develop, implement, and sustain high quality systems of positive behavioral interventions and supports. A full description of the work of NYS PBIS TAC and the RSE-TASC Behavior Specialists and the fidelity tools used to assess readiness and implementation progress may be found in the Phase II report, page 16. (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf)



RSE-TASC Behavior Specialists			
Evaluation Questions		Results	
		# of Schools	% of schools
3a. How many elementary/middle schools received PBIS technical assistance and support (as described above) beginning in the 2015-16 school year?		165 schools	
3b. Of these schools, how many and what percent continued to be engaged in the technical assistance work in subsequent years?		Not applicable this year, as 2016-2017 was first year of measurement for SSIP.	
3c. Of these schools, how many/what percentage had evidence of implementation with fidelity?		51 schools	31%
3d. Of the schools that implemented with fidelity, how many and what percent reported a decline in office disciplinary referrals (ODR) and in-school suspensions (ISS) and out-of-school suspensions (OSS) of students?	ODR	26	51%
	ISS	25	49%
	OSS	23	45%
	ODR &/or ISS &/or OSS	33	65%
	No Data	16	31%
3e. In the schools that implemented PBIS with fidelity, what percent demonstrated improved ELA State Assessment results at levels 2 and above from the prior year (2014-2015)?		30 schools	59%

Summary of Results

As with the Rtl outcomes, the data results from PBIS support provided by the RSE-TASC Behavior Specialists reflects an overall positive outcome, with 30/51 schools that implemented with fidelity reflecting an increase in ELA Stat Assessment results. Efforts to ensure fidelity of implementation include development of professional development training by the PBIS TAC, which subsequently trains the Behavior Specialists, who in turn work with targeted schools. The PBIS TAC also ensures that the Behavior Specialists are trained in the use of standardized tools to measure readiness, implementation at each of the tiers, as well as fidelity measures. However, several factors should be considered in interpreting the data outlined above. The regional planning process used by the RSE-TASC focuses on a variety of factors in determining where specialists will provide targeted support during any given year. Some schools may receive a greater level of support dependent upon the workload of the individual Behavior Specialist, the region in which they are located, and the readiness level of each individual school or district. The schools that were selected for this cohort were also at varying stages of implementation prior to being selected. For example, some schools may have been at full implementation for several years prior to the 2015-16 school year, while others may have just received initial training during this time. Therefore, some schools may have seen a decline in ODRs, ISSs, and/or OSSs prior to the 2015-16 school year and maintained the same outcomes without demonstrating a further decline. Data collection was also inconsistent, depending on the capacity of the



school to complete fidelity measures and to provide the data to the Behavior Specialists. The level of accountability also varied across schools and districts, due to several factors, including inconsistent use of upfront agreements and variations in school/district commitment.

It has become clear through the SSIP work that the support in PBIS implementation varies across the regions of New York State, due to a variety of factors. As with support from SESIS, correlating the impact of the RSE-TASC Behavior Specialist support directly to improved ELA State Assessment outcomes may be more accurately measured in the next phase of the SSIP through interim measures of progress and fidelity of implementation measures, accompanied by a focus on a specific cohort of students in schools working with the Behavior Specialists.

D. Phase III Development

Overview

In August and September 2016, OSEP, met with the NYSED to provide feedback on NYS's Phase II SSIP. During these meetings, OSEP suggested that the State review and, if appropriate, consider revising, the following SSIP components:

1. Engage stakeholders more fully and across a greater representative sample to inform next steps in the SSIP.
2. Utilize OSEP-funded technical assistance networks (NCSI and IDC), for support in developing Phase III.
3. Consider narrowing the scope of the SiMR and number of schools targeted for inclusion in the SSIP to focus more deeply on systemic changes that will provide improvement in outcomes for students with disabilities. OSEP suggested several foci in which to possibly narrow the scope of the SSIP target, including:
 - a. Population (subgroup of a particular group of students with disabilities);
 - b. Cohort;
 - c. Specific disability category;
 - d. Specific grade level; or
 - e. Number of schools.
4. Engage stakeholders in additional examination of data to identify priority trends and issues of focus in the revision of the SiMR.

During Phase III development, NYSED, after consultation with OSEP, met with stakeholder groups to reconsider the scope of the SiMR developed in Phase I and the infrastructure and improvement activities identified in Phase I and Phase II of SSIP. Although NYSED achieved its original SiMR targets for 2014-2015 and 2015-2016, the stakeholder groups noted that it is difficult to correlate improvement efforts and the achievement of the targets, given the broad construct of the improvement strategies outlined in Phase II. Based upon stakeholder input and data analyses from NYSED's SPP and APR indicators, 618 data collections, and specific inter-element data analysis (e.g., learning disability prevalence by race/ethnicity) disaggregated at the district level, NYSED has revised the SiMR, theory of action, logic model, improvement activities and



evaluation for Phase III of the SSIP. Following is a description of the process used, revisions made and the role of stakeholders in making these changes.

a. Stakeholder Engagement

NYSED solicited stakeholder input from the following representative groups to inform changes outlined in Phase III:

1. Other Offices within NYSED, including, but not limited to, Information Reporting Services, Office of Accountability, Office of Early Learning, Office of Student Support Services, Office of Curriculum and Instruction, Office of Assessment, Office of Bilingual Education and World Languages, Office of Special Education Policy, Special Education Quality Assurance, Special Education Program Development and Support Services;
2. NYSED-funded technical assistance centers, including Special Education Parent Centers, Early Childhood Direction Centers, RSE-TASCs, NYS RtI TAC, NYS PBIS TAC, TAC-D, Professional Learning Center,
3. Representatives from NYSED’s 853 Coalition of approved private programs,
4. Representatives from Institutes of Higher Education
5. Representatives from schools, LEAs, Boards of Cooperative Educational Services, and
6. the Commissioner’s Advisory Panel (CAP) for Special Education (<http://www.p12.nysed.gov/specialed/cap/>).

For a complete list of stakeholder organizations, please refer to Appendix A.

In October 2016, as a follow up to the SSIP debrief with OSEP, NYSED’s Office of Special Education met with Anne Louise Thompson of NCSI and Kellie Kim of IDC for a day-long overview and discussion of the stakeholder engagement model “Leading by Convening.” As an outcome of that work, NYSED developed a layered model of stakeholder engagement as follows:

- Internal Core Team, comprised of key NYSED staff directly responsible for implementation and oversight of the SSIP, including the Assistant Commissioner of the Office of Special Education, the Office of Special Education Coordinators for Policy and Program Development and Special Education Quality Assurance, the Office of Special Education Supervisor for Program Development, the Part B Data Coordinator for NYSED’s Office of Information and Reporting Systems, and the project evaluator;
- Core Team, comprised of the Internal Core Team, representatives of various NYSED offices and members of funded technical assistance centers with expertise in the identified improvement activities; and
- Key Participants and Advisors Team, comprised of both core groups and additional stakeholders who could provide input on problem identification and problem solving and disseminate and collect information to and from their networks regarding the SSIP.

In November, NYSED shared a summary of the SSIP discussions to date and an overview of the revised structure of stakeholder support with CAP. In February, NYSED

State Systemic Improvement Plan – Phase III



shared the content and outcomes from the stakeholder meetings with CAP to solicit its input and feedback on the revised SiMR and improvement activities.

The following chart outlines the stakeholder, planning, feedback and dissemination meetings across all levels (Internal Core, Core, Key Participants) between OSEP’s visit on September 30th, 2016, through March 2017.

Dates	Purpose	Participants/Presenters
10/5/2016	<ul style="list-style-type: none"> • Update on SSIP, initial feedback 	RSE-TASC Coordinators Noel Granger
10/14/2016	<ul style="list-style-type: none"> • Review of Phase II • Process for revisions 	Internal Core NCSI
10/19/2016	<ul style="list-style-type: none"> • Develop an understanding of OSEP’s expectations for stakeholder engagement and the components of “Leading by Convening” • Begin describing a process to narrow the focus of SiMR resulting in revisions to Phase I and Phase II and development of Phase III • Begin applying Leading by Convening components to identify stakeholders, their roles, activities and timelines for engagement with the revisions to SSIP Phase I and II and the development of Phase III • Back map from April 3, 2017 submission date to establish a timeline to ensure completion prior to submission date. 	Internal Core NCSI
10/24/2016	<ul style="list-style-type: none"> • Debrief of previous meeting with Anne Louise Thompson • Develop stakeholder groups (Internal Core, Core, and Key Key Participants) and members • Identification of Next Steps 	Internal Core NCSI
10/28/2016	<ul style="list-style-type: none"> • Finalize Core stakeholders and Key Participants • Develop invitations in preparation for Stakeholder meetings (12/9/16 and 1/17/17) 	Internal Core NCSI
10/31/2016	<ul style="list-style-type: none"> • Data Brainstorm • APR/SPP Data Review • Look at SPP data for schools identified as Needs Assistance (Compliance, Graduation Rate, Classification Rate, Least Restrictive Environment) • Identify existing standardized tools for measurement • Reconsider Theory of Action 	Internal Core
11/1/2016	Update on SSIP discussions; feedback	RSE-TASC Regional Coordinators Joanne LaCrosse
11/4/2016	Update to CAP on SSIP discussions; feedback	Joanne LaCrosse

State Systemic Improvement Plan – Phase III



Dates	Purpose	Participants/Presenters
11/7/2016	<ul style="list-style-type: none"> • Data discussions – districts identified as needs intervention/needs assistance • Considerations: ESSA requirements, IDEA determinations, Current TA support from network, implementation capacity for schools, alignment of practice with Blueprint, DTSDE process and rubric, limited timeframe of current SSIP cycle 	Internal Core NCSI
11/9/2016	<ul style="list-style-type: none"> • Develop format for 12/9/2016 Stakeholder meeting • Identify data to discuss • Provide opportunities for groups to discuss possible root cause of data, current network practices, desired state, input on how to narrow SSIP 	Internal Core NCSI
11/15/2016	<ul style="list-style-type: none"> • Preparations for December stakeholder meeting. 	Internal Core
11/21/2016	<ul style="list-style-type: none"> • Data to review at December stakeholder meeting: <ul style="list-style-type: none"> ○ Data from districts currently receiving SESIS and Behavior Specialist support ○ Look at outcomes for various subgroups, disability categories 	Internal Core
11/28/2016	<p>Preparation for December stakeholder meeting:</p> <ul style="list-style-type: none"> • Data <ul style="list-style-type: none"> ○ How to display data for stakeholder meeting ○ Comparison data (state average vs. district data) ○ Disaggregated data (use to discuss possible root causes) ○ Rationale for examining data from 18 districts • Interventions in use • Infrastructure • Identify evidence-based practices that are working 	Internal Core NCSI IDC
11/30/2016	<p>Preparation for December stakeholder meeting:</p> <ul style="list-style-type: none"> • Data (2014-2015 Grades 3-8 ELA State Assessments for students with disabilities) • 17 districts (22 schools) <ul style="list-style-type: none"> ○ New York City aggregate data for 3 schools ○ Proficiency level ○ Grade level ○ Disability categories ○ Challenge types by grade ○ Statewide outcomes for students with disabilities • Overview of technical assistance centers and QIP process used by SESIS 	Internal Core NCSI IDC

State Systemic Improvement Plan – Phase III



Dates	Purpose	Participants/Presenters
12/5/2016	<ul style="list-style-type: none"> • Preparations for Key Advisor/Core Participant Meeting: <ul style="list-style-type: none"> ○ Data ○ Information presentations ○ Agenda ○ Facilitation ○ Logistics 	Internal Core NCSI IDC
12/7/2016	<ul style="list-style-type: none"> • Final Preparations for Key Advisor/Core Participant Meeting <ul style="list-style-type: none"> ○ Data ○ Information presentations ○ Agenda ○ Facilitation ○ Logistics ○ Materials 	Internal Core NCSI IDC
12/9/2016	<p>Stakeholder Meeting of Internal Core, Core Group and Key Participants</p> <ul style="list-style-type: none"> • Develop a common understanding of Phase I and II of NYSED's SSIP. • Engage with NYSED representatives to advise revision of Phase I and II of the SSIP, based on feedback from OSEP and use supporting tools and resources to: <ul style="list-style-type: none"> ○ Review data and make recommendations to NYSED to narrow the focus of the SIMR; ○ Offer suggestions based on current practices and participants' experiences and expertise that would specifically address a narrower SIMR; and ○ Provide guidance on the selection of a group of LEAs for implementation of the SSIP. 	Internal Core Core Key Participants NCSI IDC
12/14/2016	<ul style="list-style-type: none"> • Debrief of NYSED Stakeholder Meeting • Identify key considerations in revision to the SiMR 	Internal Core
12/16/2016	<ul style="list-style-type: none"> • Committee agreement on key considerations to include in revisions to the SSIP • Prepare survey for stakeholders on meeting format and outcomes to obtain additional feedback 	Internal Core
12/20/2016	<ul style="list-style-type: none"> • Use of survey results to inform planning for January 17, 2017 stakeholder meeting • RtI TAC, Special Education Parent Centers' involvement in SSIP 	Internal Core
12/30/2016	<ul style="list-style-type: none"> • Minutes from December stakeholder meeting sent to all stakeholders 	
1/6/2017	<ul style="list-style-type: none"> • Review stakeholder feedback survey results and how this will drive planning for January 17, 2017 • RtI TAC, Special Education Parent Centers' involvement in SSIP 	Internal Core NCSI IDC

State Systemic Improvement Plan – Phase III



Dates	Purpose	Participants/Presenters
1/9/2017	<ul style="list-style-type: none"> • Evaluation • Concern regarding number of schools and the sample (N size) of students with learning disabilities • Consolidating grades 3-5 for larger N size • Considering other schools than just those from 18 identified districts • Preparation for 1/17/2017 stakeholder meeting 	Internal Core NCSI IDC Measurement, Inc.
1/11/2017	RSE-TASC Regional Coordinators – update and input	Noel Granger
1/12/2017	<ul style="list-style-type: none"> • Draft logic model • Revised theory of action • Agenda items and format for 1/17/2016 stakeholder meeting 	Internal Core Team Measurement, Inc.
1/13/2017	<ul style="list-style-type: none"> • Preparation for January 17th Stakeholder Mtg. 	Internal Core Team Measurement, Inc. NCSI
1/17/2017	Stakeholder Meeting: <ul style="list-style-type: none"> • Process for selection of schools • Logic model activities • Determine buy-in for revised SiMR • Improvement activities 	Internal Core Team Core Key Participants NCSI IDC
1/30/2017	Minutes of January 17 stakeholder meeting sent to all stakeholders.	
2/1/2017	RSE-TASC RSETS Network Meeting - input and feedback	Noel Granger
2/2/2017	CAP – feedback on proposed SSIP revisions	Noel Granger
2/6/2017 Conference Call	Check-in, updates	Internal Core Team NCSI IDC Measurement, Inc.
2/6/2017	<ul style="list-style-type: none"> • OSEP Phase III Webinar <ul style="list-style-type: none"> ○ Evaluation Report requirements ○ Phase III report requirements 	Internal Core Team OSEP
2/9/2017	RSE-TASC SESIS/NDS Network Mtg. – update on SSIP activities	Joanne LaCrosse
2/10/2017	<ul style="list-style-type: none"> • Interventions and Improvement Activities • Review of draft Logic Model 	Internal Core, Measurement Inc., RSE-TASC Regional Coordinators, PBIS TAC, TAC D
3/3/2017	<ul style="list-style-type: none"> • Staff Curriculum and Development Network Meeting: overview of activities to date; opportunity for questions. 	Noel Granger

State Systemic Improvement Plan – Phase III



Dates	Purpose	Participants/Presenters
3/6/2017	<ul style="list-style-type: none"> Review of revised SSIP structure and improvement activities, Logic Model, Theory of Action 	Internal Core Team NCSI Measurement, Inc.
3/8/2017	<ul style="list-style-type: none"> Overview of revised SSIP structure and improvement activities, Logic Model, Theory of Action; feedback from group 	RSE-TASC Coordinators, PBIS TAC, Transition Professional Development Support Center, Professional Learning Center Noel Granger

In addition to these stakeholder meetings, in November 2016, NYSED shared a summary of the SSIP discussions to date and an overview of the revised structure of stakeholder support with CAP. In February 2017, NYSED shared the content and outcomes from the stakeholder meetings with CAP to solicit its input and feedback on the revised SiMR and improvement activities.

Stakeholder engagement is described below for each of the steps in making revisions.

b. Data Analysis and Decision Making Leading to SiMR and Coherent Improvement Strategies (evidence-based practices and infrastructure improvements)

The revised SiMR developed in Phase III, was built on data evaluation conducted in Phase I and additional data analysis conducted with stakeholders from October 2016-March 2017. (For information on NYSED’s students with disabilities population and State school districts, please refer to SSIP Phase I, page 1 and pages 3-23 for a thorough data analysis of State outcomes for students with disabilities including classification rates, graduation rates disaggregated by Needs/Resource Categories of school districts, participation and performance in the High School English Language Arts Assessment, dropout rate, preschool outcomes, Grades 3-8 English Language Arts State Assessment results disaggregated by needs resource capacity, type of school district, disability category, race/ethnicity and LRE placement, and qualitative data.)

Phase I analysis identified that “it matters where you go to school” and recognized the importance of addressing explicit instruction in literacy and the behavioral needs of students. Therefore, in an effort to address OSEP’s concern of being too broad in NYSED’s SiMR, a narrower focus of districts was selected based on Phase I analysis. The Internal Core group decided to focus on schools and LEAs that receive support from RSE-TASC SESIS and Level 3 PBIS support from RSE-TASC Behavior Specialists. (Level 3 support includes deeply embedded work with a school committed to implementing PBIS.) These LEAs were selected in order to examine outcomes in a small group of schools in which we were providing embedded technical assistance of evidence-based practices to help us to more accurately hypothesize root causes of data results and begin to formulate more targeted and coordinated support to improve



outcomes. Given that there are only two years remaining for implementation of the SSIP, the Internal Core group felt it critical to pilot in districts in which evidence-based practices were already occurring and to supplement these with what is learned through the root cause analysis and subsequent implementation. The intent would then be to scale up over time using the key lessons learned during the next two years. These initial data discussions provided the foundation of the larger stakeholder meetings conducted in December 2016 and January 2017 with the Core and Key Participant stakeholder groups.

During Phase III development, the Internal Core Stakeholder group conducted an initial analysis of Grades 3-8 ELA State Assessment results for students with disabilities in 22 schools in 18 LEAs currently receiving support from RSE-TASC SESIS and Level 3 PBIS support from RSE-TASC Behavior Specialists. (Level 3 support includes deeply embedded work with a school committed to implementing PBIS.) Examining outcomes in a small group of schools in which we were providing embedded technical assistance could help us to more accurately hypothesize root causes of data results and begin to formulate more targeted and coordinated support to improve outcomes. These initial data discussions provided the foundation of the larger stakeholder meetings conducted in December 2016 and January 2017 with the Core and Key Participant stakeholders.

The data analysis conducted by all three stakeholder groups focused on examining disaggregated data for students with disabilities in the sample of selected districts by the following categories: grade levels (3-8), disability categories, subgroups (race/ethnicity, economically disadvantaged), English Language Learner status and gender. The selected districts represented a cross section of demographic and geographic factors including large city, small city, rural, and suburban LEAs in various regions of the State. The ELA outcomes for each disaggregated category were compared to the Statewide average for the same category. Statewide and district data for this discussion did not include results for students taking the New York State Alternate Assessments, since many of these students score at level 3 or level 4 on the NYSSA, which may artificially inflate the overall statewide results for students with disabilities.

The December Internal Core, Core and Key Participant Stakeholder meeting focused on the following objectives:

- Develop a common understanding of Phase I and II of NYSED's SSIP.
- Engage with NYSED representatives to advise the State on revising Phase I and II of the SSIP, based on feedback from OSEP and use supporting tools and resources to:
 - Review data and make recommendations to the State to narrow the focus of the SIMR;
 - Offer suggestions based on current State practices and participants' experiences and expertise that would specifically address a narrower SIMR; and
 - Provide guidance on the selection of a group of LEAs for implementation of the SSIP.



Key Stakeholder Data Summaries and Questions

Stakeholders collectively heard an overview of the data results, an overview of the improvement activities occurring in the selected LEAs, and then participated in small group discussions to identify successes, barriers, possible root causes and recommendations. The primary observations and questions noted by stakeholders are as follows:

- The selected LEAs scored lower than the State average across all genders and grade levels.
- Even with SESIS and PBIS support, the 18 districts are performing below the State average.
- ELA scores in grade 5 decrease in comparison to other grade levels for both the LEAs and the State.
- Data for students classified under the following classifications reflect the lowest proficiency rates on the Grades 3-8 ELA State Assessment scores: learning disability (LD), other health impairment (OHI), speech or language impairment (SLI) or emotional disturbance (ED). This observation mirrors data reported in Phase I of the SSIP. Students with disabilities who are also ELLs were not as proficient as students with disabilities who are not ELLs. This observation mirrors data reported in Phase I of the SSIP.
- Grades 3-8 State Assessment outcomes for Hispanic, Black and Latino students with disabilities are lower than outcomes for white students with disabilities, a finding which mirrors data reported in Phase I of the SSIP. Are interventions provided to these students effective? What is the suspension rate for these students as compared to all students and other students with disabilities? Students who are suspended in disproportionate numbers miss instructional time disproportionately as well.
- What happens in 5th grade? Several data sets showed a significant drop in proficiency for students with disabilities in this grade level.
- Proficiency rates for all race subgroups classified as LD in these LEAs are lower than the statewide performance of these subgroups in this disability category.

Hypotheses from stakeholders regarding root cause and questions for consideration

- Lack of consistent criteria used for classifying students with disabilities in various categories, resulting in inappropriate identification/classification across LEAs
- Schools are not implementing Rtl processes with fidelity in grades 5 and above, possibly resulting in the statewide decrease in 5th grade ELA State Assessment scores for students with disabilities.
- Data from 18 LEAs mirror the statewide trends for students with disabilities. How does the data for general education students from these 18 districts compare to statewide data?
- Are students in identified districts being provided accommodations and/or modifications as appropriate?

State Systemic Improvement Plan – Phase III



- Are students with disabilities who are ELLs and students who are speech and language impaired being provided with appropriate supports for language development and vocabulary instruction?
- Do both general education and special education teachers understand specially designed instruction and how to incorporate that instruction to support students with disabilities in the classroom?
- What percent of time do students with learning disabilities in these 18 districts spend in the general education classrooms?
- Grades 3-8 State Assessment outcomes for students with emotional disturbance are low. Reasons may include: misunderstanding of definition/classification of emotional disturbance (ED); mental health issues (social maladjustment, trauma, poverty) that impact learning; lack of district infrastructures and resources to support ED students; need for PBIS in the special class settings; lack of consistent behavior management strategies; and issues related to racism and culturally responsive practices (behavioral and instructional).
- Low incidence disabilities have the same successes across race/ethnicity subgroups on grades 3-8 State Assessments.
- Have the 18 LEAs implemented Rtl with fidelity? The appropriate use of Rtl impacts referrals for students with reading difficulties and helps ensure that lack of appropriate instruction is not a reason for a child's classification.
- In general, students with disabilities in the 18 LEAs are performing at a rate lower than the State average for all students with disabilities. The poverty level in these districts is generally high. Possible reasons for low performance in these districts: teachers are not prepared for inner city/rural settings, there is a lack of understanding in addressing issues related to mental health and poverty, and services may not be aligned between grades and across grade levels.
- Students with disabilities in grade 5 performed the lowest for all students with disabilities and subgroups, followed by students with disabilities in grade 7.

Implications for SSIP and NYSED

- Focus on culturally responsive practices and instruction to close the gap for students of various racial and ethnic backgrounds, particularly for students with higher incidence disabilities, such as learning disabilities.
- In the early grades (K-3), students learn to read, but in grades 3 and above, students read to learn. Would a focus on instructional practices in grades 3-5 impact the decrease in Grade 5 ELA performance?
- Students with disabilities need access to high quality general education curriculum, supported by specially designed instruction that meets each student's unique learning needs, as recommended in the student's IEP.
- Need for consistent practices across CSEs to ensure appropriate identification, classification and development of meaningful goals for students with disabilities.
- Continued need to focus on multi-tiered systems of support that promote appropriate academic and behavioral interventions for all students, reducing risk of inappropriate classification and improving systems, data and instructional practices to provide access to high quality core instruction for all students.

State Systemic Improvement Plan – Phase III



- Need to change or target TA and interventions so that specialists are impacting change at a systems level.
- High teacher and administrator turn-over is an ongoing challenge in school improvement efforts.
- Need to ensure that PBIS is implemented with fidelity to ensure students remain in class and are actively engaged.

Core Stakeholder Group Analysis and Feedback

After the joint stakeholder meeting with the Internal Core, Core and Key Participant Stakeholder groups reviewed the major themes from the morning's discussion and raised the following questions, observations and suggested next steps:

- What is the performance data for general education students within these school districts? Are general education students in these districts also performing at a lower level than the overall State average?
- All teachers (special education and general education) should be trained on specially designed instruction.
- Examine the interventions provided during 3rd and 4th grade to reduce the grade 5 decrease.
- Administrative turnover is high across the State.
- More focus on PBIS to increase student engagement and time on task.
- How is RtI being used as a preventative system in these districts to prevent possible inappropriate classification?
- The performance pattern for the State follows the same peaks and valleys across grade levels as in the 18 LEAs, even though the performance for students with disabilities is lower in these 18 LEAs than the statewide average. Whatever is, or is not, occurring at each grade level in these LEAs seems to be happening statewide.
- The poverty level rates tend to be high in the selected districts, leading to possible implications in the classification rates.

Stakeholder Considerations

- Narrow focus to a single grade level or a smaller cohort of grade levels.
- Select a small number of districts/schools with which to work and build up to statewide replication of interventions provided.
- Determine realistic goals for timeframe remaining for this SSIP.
- Identify districts willing to engage in the SSIP as pilot schools.
- Consider the size of the districts and include some of the Big 5 City School Districts (New York City, Buffalo, Yonkers, Syracuse and Rochester).
- Focus on language-based interventions, given the data/results we see for students with LD.
- Focus on early elementary level (K-5) as a target.
- Focus on multi-tiered systems of support (RtI and PBIS) in the districts selected.

State Systemic Improvement Plan – Phase III



- Should we select districts that have strong levels of implementation in these systems or select a cross-section of districts?
- Utilize regional input (e.g., from RSE-TASC Coordinators and Special Education Quality Assurance regional offices) in helping identify the districts for selection.

Following the December stakeholder meeting, NYSED’s Office of Special Education distributed an online survey to stakeholders to measure effectiveness of the meeting format and to solicit any additional input regarding the data discussed. Some additional suggestions regarding the data points were received and added to the overall meeting minutes prepared and distributed to all stakeholders at the end of December.

The Internal Core stakeholder group met several times in consultation with NCSI to plan the January Core and Key Participant stakeholder meeting and to draft a suggested SiMR and Theory of Action, based on input provided during the December Stakeholder Meeting. The Internal Core group also met with the RSE-TASC Coordinators to discuss possible revised improvement strategies and school selection parameters for further discussion at the January Stakeholder Meeting.

During the January Stakeholder Meeting, the revised SiMR was proposed to the entire Stakeholder group, based on the discussions held to date. The participants were polled to determine support for the SiMR, and 94 percent of the stakeholders who responded to the poll indicated that they could publicly support the revised SiMR. The entire group also reviewed the revised Theory of Action and worked on a draft Logic Model in small breakout groups. The major components of these drafts were then compiled for discussion during the afternoon Core Stakeholder group meeting.

Recommendations based on stakeholder engagement included the following:

1. Reduce the number of schools identified in Phase II for initial participation in the SSIP as follows:
 - Select a focused number of school sites which would act as a pilot program for scaling up in future years.
 - Use pilot group of schools to provide focused interventions and use outcomes to assist NYSED in determining future directions with technical assistance networks.
 - Use an integrated team approach in the sites to provide interventions.
 - Select schools willing to engage with support teams or which have a history of good engagement with technical assistance networks to maximize use of intervention teams’ time.
 - Select cross section of large city, small city, urban/suburban, rural school districts to ensure representation of the State’s diverse population and geographic factors.
2. Professional Development
 - Provide training and support for both general education and special education teachers.
 - Provide a consistent integrated MTSS framework in grades K-2.

State Systemic Improvement Plan – Phase III



- Focus on providing more integrated and coordinated systems of improvement.
 - Use fidelity tools more consistently to promote change in adult actions/behaviors.
 - Provide training and ongoing support for school leaders.
 - Consider conducting a Leadership Institute.
 - Provide training and ongoing embedded coaching in use of needs assessment/implementation tools and data team structure for collecting, analyzing and using data.
 - Provide technical assistance on how to develop appropriate IEPs.
 - Provide professional development in specially designed instruction.
 - Build integrated teams to provide interventions from networks; build integrated teams at school level to support implementation of MTSS with fidelity – data infrastructure, identifying and using interventions, development of strong core program to support all learners, and use of evidence-based practices.
 - Provide standardized technical assistance and coaching.
 - Expand knowledge of current evidence-based programs by mining expertise and what works across State and sharing through consistent messages/policy.
 - Promote culturally responsive education – consider schema and prior knowledge, understand cultural diversity within school/region.
 - Provide training and ongoing embedded coaching in evidence-based programs in academic and social-emotional MTSS.
3. Family Engagement
- Focus on how to increase family and community engagement.
 - Provide training for families on how to develop effective communication strategies with a school.
 - Provide training for schools on family engagement.
 - Ensure documents are translated and there is a mechanism in place to share them.
4. Communication/Information; Teaming/Partnership
- Expand knowledge of current evidence-based practices. Promote communication and information sharing among schools, families, and technical assistance providers.
5. District expectations/agreements
- Provide overview of SSIP to pilot districts to outline expectations and to explain how the integrated SSIP work will benefit these districts as well as LEAs across the State in the future.
 - Consider requiring a memorandum of understanding with the selected schools to outline expectations for the school, technical assistance providers and NYSED.



6. Data Use
 - Ensure fidelity of outcome scores and use of intermediate measures.
 - Ensure data systems are in place for benchmarking.
 - Provide guidance on how to measure student performance, use data to drive instructional practices, utilize benchmark assessments and progress monitoring.
 - Collect quality data and improve data systems.
7. Teaming and Partnership
 - Develop statewide structure for the pilot schools to discuss their challenges and problem solve.
 - Build integrated teams at the local level. Form an advisory group. Have these groups in place to meet on a regular basis.
 - Highlight efforts and achievements of SSIP project schools through statewide recognition.
8. Other
 - Accelerate rates of improvement for students with disabilities; i.e., students who are struggling in a particular area within an MTSS framework require intervention of sufficient frequency, intensity and duration to prevent any further gap in achievement and to close the gap that may already exist.
 - Ensure there are opportunities for co-planning between general education and special education teachers.
 - Acknowledge the connection between behaviors and academics and provide support for both.

c. State Identified Measurable Result (SiMR)

In collaboration with stakeholders, NYSED developed a revised SiMR from that developed in Phase I to target improving outcomes for students with learning disabilities, students in targeted schools (Grades 3-5), and on the Grades 3-5 English Language Arts State Assessments. The revised SiMR continues to focus on literacy skills, as did the previous SiMR, but with a narrower scope to hone in on outcomes for students with learning disabilities. Students with learning disabilities comprise the largest group of students with disabilities in the State and are also the lowest performing subgroup of students with disabilities on the ELA State Assessments. As noted from data in Phase I, the subgroup of students with learning disabilities spent the majority of their school day in regular education classes, however their results on the grades 3-8 State Assessments were the lowest among the various disability categories. (Page 13, Phase I – <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>)

NYSED will utilize a targeted intervention approach to improving outcomes for students with learning disabilities in 19 schools (grades 3-5) in four regions of the State. Using a plan, do, study, act cycle, NYSED will scale up this intervention approach to subsequently increased numbers of schools through the remainder of this and future SSIP cycles. The information and experiences gained during implementation in targeted



sites will be used to inform the next iteration of technical assistance centers, given that the contracts for the RSE-TASC and some of the statewide TACs will be concluding at the end of the current SSIP cycle (June 2019).

SiMR

For students classified as students with learning disabilities in SSIP Pilot Schools (grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments.

d. Baseline, targets, outcomes

Grades 3-8 English Language Arts State Assessment Percentage of students classified as students with learning disabilities who scored at proficiency level 2 and above			
FFY	Target \geq	Actual Results	Δ From Baseline
2015-2016	20%	Baseline	
2016-2017	24%		
2017-2018	32%		
2018-2019	42%		

Baseline data was determined by calculating the percent of students classified with a learning disability, in grades three, four and five, who achieved a proficiency level of 2 or above on the 2015-16 ELA State Assessments at the 19 schools being targeted.

Targets were determined by looking at trends in proficiency rates between the 2013-14 and 2015-16 school years for students classified with a learning disability in grades three, four and five at the 19 schools being targeted. Stakeholder feedback regarding Phase I targets was also considered. In Phase I, stakeholders expressed concern that the end year SSIP targets were too ambitious and unrealistic. The revised Phase III targets were set to reflect rigorous, but realistic, expectations that can be achieved in an accelerated timeline.

e. Theory of Action

Based on stakeholder input and data analysis, NYSED has revised its Theory of Action from that submitted in Phase II, to reflect the collaboration, technical assistance, leadership, professional development and evaluation to implement improvement strategies designed to build the capacity of LEAs toward achievement of the revised SiMR.

SSIP Revised Theory of Action

Strands of action	If NYSED	Then targeted LEAs will...	In order for targeted schools to...	Which will lead to this long-term outcome:
Collaboration	<ul style="list-style-type: none"> Engages Stakeholders Collaborates with other NYSED offices Aligns technical assistance resources Establishes State and regional MTSS collaboration teams, governance structure 	<ul style="list-style-type: none"> Receive consistent aligned messages and support in improving outcomes for students with learning disabilities Establish MTSS school level teams 	Data <ul style="list-style-type: none"> Utilize data systems to identify and inform instructional decision making and monitor student progress 	SiMR <i>For students classified as students with learning disabilities in SSIP Pilot Schools (grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments.</i>
Technical Assistance	<ul style="list-style-type: none"> Funds Technical Assistance Centers (PBIS/RtI/TAC-D/RSE-TASC/Special Education Parent Centers) that promote high quality professional development opportunities to effectively prepare personnel to support school improvement 	<ul style="list-style-type: none"> Participate in professional development and technical assistance designed to improve equitable student outcomes 	Systems <ul style="list-style-type: none"> Implement multi-tiered systems of support to improve academic, social-emotional, and behavioral outcomes 	
Leadership	<ul style="list-style-type: none"> Communicates vision effectively and provides guidance and support in a timely and responsive manner 	<ul style="list-style-type: none"> Model and provide information to staff about change strategies to improve instruction in schools. 	Practices <ul style="list-style-type: none"> Implement increasingly intensive interventions and practices to support improved academics, social-emotional, and behavioral outcomes 	
Support for struggling schools	<ul style="list-style-type: none"> Selects SSIP Pilot Schools and provides integrated professional development and technical assistance interventions 	<ul style="list-style-type: none"> Receive information and resources to support the selected SSIP Pilot Schools in establishing and implementing an integrated, culturally and linguistically responsive MTSS framework. 	<ul style="list-style-type: none"> Understand unique learning characteristics, culturally and linguistically relevant and specially designed instructional practices to support students with learning disabilities 	
Evaluation	<ul style="list-style-type: none"> Develop an evaluation system that measures fidelity of implementation and student outcomes at SSIP Pilot Schools 	<ul style="list-style-type: none"> Adjust systems and practices as informed by fidelity measures and student outcomes. 		



f. Coherent Improvement Strategies

As described above in section *b. Data Analysis and Decision Making Leading to SiMR and Coherent Improvement Strategies (evidence-based practices and infrastructure improvements)*, NYSED received and considered stakeholder suggestions on improvement strategies designed to achieve the SiMR targets. The stakeholder feedback provided during Phase III development mirrors many of the stakeholder suggestions made in Phase I. (Phase I, page 45 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>). The improvement strategies developed in Phase III are designed to support the SSIP pilot schools in implementing an integrated, culturally and linguistically responsive whole school model of MTSS with fidelity. The strategies are also designed to improve instructional practices for students with disabilities, particularly students with learning disabilities, and support the development and implementation of high quality IEPs designed to meet the unique needs of each student with a learning disability and to provide the specially designed instruction to support those unique learning needs.

A review of the stakeholders' input during Phase III development revealed several key points to be addressed in the coherent improvement strategies:

1. Support implementation of an integrated, culturally and linguistically responsive whole school model of multi-tiered systems of support in academics and behavior and scale up these efforts statewide;
2. Improve instructional practices for students with disabilities in pilot schools and scale up use of such practices statewide; and
3. Improve the individual evaluation and identification process for students suspected of having learning disabilities as well as the IEP development and implementation, and provision of specially designed instruction to students with learning disabilities in pilot schools and scale up these practices statewide.

Improvement Strategies and Activities

From this guidance based on the extensive small group work with the Core Team, five strategic areas for improvement were identified to capture the above considerations and the detailed improvement ideas of the stakeholders:

1. Organizational Capacity Building
2. Product Development
3. Professional Development
4. Needs Assessment/Monitoring
5. Information Dissemination and Community Engagement

Activities were then identified within each of these strategies. These activities, which support the achievement of the improvement activities and progress toward achievement of the SiMR, build on NYSED's current infrastructure but integrate technical assistance efforts more closely at the State, regional, district and building levels. By initially focusing a revised, integrated intervention approach with a small number of school sites (19 schools in four regions of the State) during the 2017-2018 school year, NYSED plans to develop a model of implementation in the target sites that

State Systemic Improvement Plan – Phase III

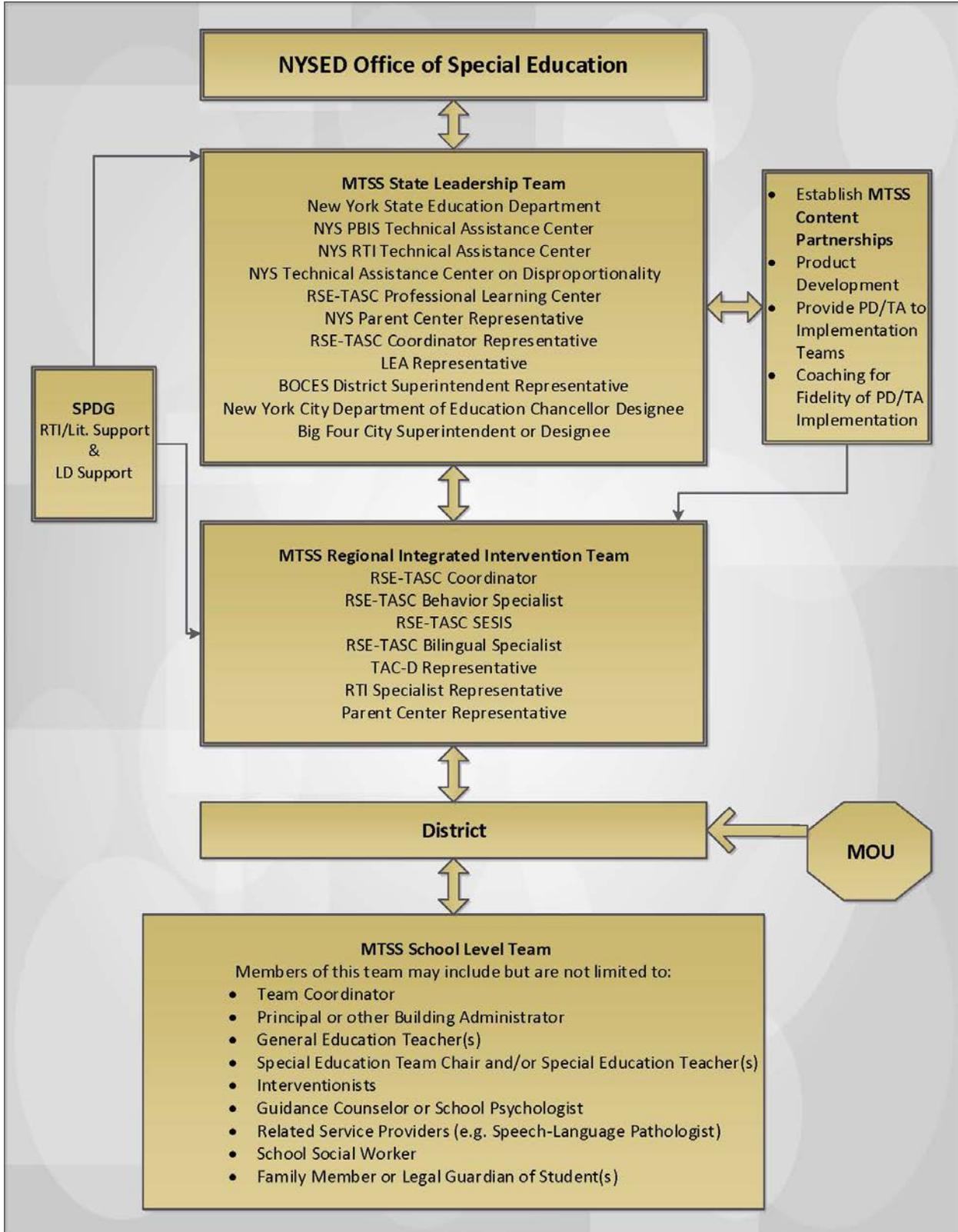


may be scaled up to an increasing number of school districts in subsequent years and will help inform the future direction of NYSED’s technical assistance efforts to improve outcomes for students with disabilities.

The strategies include a focus on building organizational capacity by structuring support, communication and intervention through a tiered system of leadership and collaboration. NYSED will develop an MTSS State Leadership Team, comprised of key stakeholders who will guide SSIP implementation, oversee content area partnerships, and monitor system performance and effectiveness of effort. MTSS Content Partnerships will be developed at the regional level to align resources, coordinate efforts across content areas and act as a liaison for communication between the MTSS State Leadership Team and the Integrated Intervention Teams. Integrated Intervention Teams at the regional and local levels will support implementation of MTSS and specific evidence-based practices at the selected sites. This interconnected structure supports areas of infrastructure need as identified in Phase I (Page 41 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and again by stakeholders in Phase III.

A diagram of the Phase III SSIP structure is found below.

State Systemic Improvement Plan – Phase III





In addition to building organizational capacity, strategies to achieve the coherent improvement activities include the development of consistent and standardized tools and resources to support implementation of MTSS. NYSED funds statewide technical assistance centers in RtI, PBIS, and Disproportionality, as well as RSE-TASCs which support school improvement efforts at the local and regional levels to improve outcomes for students with disabilities. Deliverables for all of the technical assistance centers require development and consistent use of tools and resources in the areas of literacy, behavior, specially designed instruction and culturally relevant practices. However, NYSED has not heretofore applied an integrated approach to the use of these tools and resources to support implementation of MTSS. Phase III of the SSIP includes strategies to support identification and, if needed, development of these tools, as communicated through the MTSS State Leadership Team and MTSS Content Partnerships. Phase III will also require increased responsibility for oversight of fidelity of training and use of standardized curriculum/training modules by the respective technical assistance centers.

NYSED's revised SSIP is responsive to concerns expressed by stakeholders for the need for general education and special education teachers to understand and use specially designed instruction to support the unique needs of students with disabilities. During each stakeholder meeting, participants raised questions about meaningful access for students with disabilities to general education classrooms. In focusing on the needs of students with learning disabilities, many of whom spend more than 80 percent of their day in a regular education setting, yet who perform poorly on the ELA State Assessments, (pages 13-14 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>), the SSIP aims to increase teacher understanding and use of specially designed instruction in both general education and special education classrooms to improve outcomes for these students. While NYSED has provided professional development and technical assistance on specially designed instruction through support of RSE-TASC SESIS, the SSIP will provide increased coaching by the SESIS in the pilot schools to deepen and refine practices. Focus on specially designed instruction also aligns with NYSED's goal in its State Performance Plan (SPP) to improve performance on Indicator 5, Least Restrictive Environment. Beginning in the spring of 2017-2018, NYSED will implement Indicator Workgroups, comprised of NYSED staff and technical assistance providers, to analyze more deeply the data and root causes of performance on specific SPP indicators, including Indicator 5, and using the results to more strategically inform monitoring, professional development and technical assistance efforts.

In response to stakeholder input, the improvement strategies also include considerable focus on the integration of culturally and linguistically responsive practices to address the needs of New York State's diverse student population and to infuse practices across disciplines to reduce disproportional representation of students from various race/ethnicities as students with disabilities. Under Phase III, TAC-D will participate as a member of the MTSS State Leadership Team, the MTSS Content Partnership, and the regional Integrated Intervention Teams to provide information and resources to infuse culturally relevant practices systemically into the SSIP. TAC-D will also provide training



to the school level teams to share with their staff on root cause analysis, classroom strategies in addressing success gaps, and the infusion of culturally relevant practices throughout an MTSS framework.

g. Logic Model

The Logic Model below outlines the activities to be used in implementing the improvement strategies. Each of the strategies and the planned supporting activities, timelines, and parties responsible are detailed in the Phase III Workplan attached in the appendix.

New York State Education Department/Office of Special Education: SSIP Logic Model

New York's State-Identified Measurable Result (SIMR):

For students classified as students with learning disabilities in SSIP pilot schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments

INPUTS
<p>Staff/Human Resources</p> <ul style="list-style-type: none"> • NYSED/Office of Special Education (OSE) Offices (including Regional offices and Special Education Quality Assurance) • NYSED/OSE Technical Assistance/PD Networks • Integrated Intervention Teams (RSE-TASC/DTSDE Review) • NYSED/OSE Parent Centers • Federal TA Centers (e.g., Nat'l Ctr. on Improving Literacy) • NYS Institutions of Higher Education (IHE) <p>Partners and Stakeholder Groups</p> <ul style="list-style-type: none"> • Commissioner's Advisory Panel • Youth Advisory Panel • Parents • Other NYSED Offices (Accountability, OBEWL, Student Support Services, Early Learning) <p style="text-align: right;"><i>(continued)</i></p>

STRATEGY 1: Organizational Capacity Building			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> • Establish the MTSS State Leadership Team (SLT) to guide SSIP implementation, oversee system performance and level of effort, and report findings and recommendations to the Office of Special Education • Establish State level partnerships, in three, critical MTSS content areas – Academic, Behavior, and Equity. The MTSS Content Partnerships (A) collect content knowledge and resources to deploy to regional MTSS Integrated Implementation Teams; (B) report and make recommendations to the MTSS SLT; and (C) collaborate and coordinate to support each other's mission • Establish MTSS Integrated Implementation Teams at the regional level, comprised of specialists from each content area, to support and guide implementation of the MTSS and specified EBPs at each SSIP pilot school 	<ul style="list-style-type: none"> • MTSS SLT convenes regularly to review SSIP implementation, make adjustments to the plan as needed, and recommend policies, in consultation with the MTSS Content Partnerships, to facilitate effective, responsive implementation of MTSS and specified EBPs at the regional and local levels • MTSS Content Partnerships regularly communicate/interact and develop the knowledge and resource base to support and inform groups providing fidelity training and implementation, and recommend standards of practice for the State's integrated, culturally and linguistically responsive MTSS framework • MTSS Integrated Implementation Teams convene regularly to review data and progress updates, gather feedback from stakeholders and practitioners at the building level, discuss strategies, and make improvements as needed to SSIP implementation 	<ul style="list-style-type: none"> • Improved collaboration between and across State Education Department (SED) offices and State and regional PD/TA Networks, including the coordination of resources/events, and sharing data • Increased system coherence, collective understanding, and shared ownership of the State's Integrated MTSS framework • Increased coordination and reduced duplication of effort in the planning and provision of services from State and regional PD/TA Networks in support of SSIP implementation 	<ul style="list-style-type: none"> • Governing organizations have put adaptive, facilitative policies and plans in place to support sustainability and scale-up of the Integrated MTSS framework • State has established an operational model of the integrated, culturally and linguistically responsive MTSS framework, and standards of practice • Improved system efficacy to deliver ongoing, scaled support services to SSIP pilot schools
STRATEGY 2: Product Development			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> • Select/revise/develop resources and tools to promote adoption of the integrated, culturally and linguistically responsive MTSS framework and use of specified EBPs in SSIP pilot schools, including (a) MTSS Implementation Guide; (b) practice templates/protocols; (c) related tools/resources, as needed • Develop a web-based platform to load and share state-developed products 	<ul style="list-style-type: none"> • Products – guides, templates, protocols and related tools/ resources – to support fidelity implementation of the Integrated MTSS framework have been developed for review by the MTSS SLT • Approved SSIP products have been organized and made accessible to SSIP pilot schools via a web-based platform 	<ul style="list-style-type: none"> • SSIP pilot schools have improved access to up-to-date resources to support implementation efforts • SSIP pilot schools increase utilization of products and resources 	<ul style="list-style-type: none"> • Improved infrastructure and other systemic changes to support fidelity implementation and sustainability of the integrated, culturally and linguistically responsive MTSS framework and specified EBPs at SSIP pilot schools

LONG-TERM OUTCOMES
<ul style="list-style-type: none"> • Collective reinforcement of state priorities and increased satisfaction with system governance • Increased organizational capacity of NYSED TA/PD Network • In the LEAs where SSIP was piloted, there is district-wide adoption of the integrated, culturally and linguistically responsive MTSS framework • SSIP pilot schools achieve goals/projected outcomes for K-5 students with learning disabilities as outlined in the updated SCEP • Increased percentage of time students with learning disabilities remain in their classrooms for core instruction • Increased student progress in the general education curriculum • Increased rates of improvement for K-5 students from all cultural and linguistic backgrounds, based on universal screening and progress monitoring measures



New York State Education Department/Office of Special Education: SSIP Logic Model

INPUTS	STRATEGY 3: Professional Development			
(continued)	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> • Blueprint for Improved Results for Students with Disabilities • DTSDE Report/ School Comprehensive Improvement Plan (SCEPs)/ Quality Improvement Plans (QIPs) • Evidence-based Programs and Information (including quality indicators on MTSS and EBPs, OSEP web-based resources, etc.) • Valid/Reliable benchmark and progress monitoring assessments • Culturally Responsive Education (CRE) Guidance • Fidelity of Implementation Tools Parent Center Resources • District/School-NYSED Memorandum of Understanding • SEDL Guidelines <p>Funding</p> <ul style="list-style-type: none"> • Federal, State, and Local Funds <p>Technology</p> <ul style="list-style-type: none"> • Student Data systems (LEAs, RICs) • Other Data Warehouses 	<ul style="list-style-type: none"> • State provides ongoing training for Regional Special Education TAC specialists on the MTSS Integrated Intervention Teams to enhance and extend their ability to support (1) implementation of the integrated, culturally and linguistically responsive MTSS; (2) fidelity implementation of specified EBPs in Literacy, Social Emotional Development and Learning, Behavior and SDI through a culturally and linguistically responsive lens; and (3) using screening, benchmarking tools and data-based decision making (DBDM) • MTSS Integrated Intervention Teams provide professional learning opportunities to SSIP pilot schools in systems improvement, team-building, and implementation of the integrated, culturally and linguistically responsive MTSS framework • MTSS Integrated Intervention Teams provide professional learning opportunities to SSIP pilot schools in specified, EBPs to support (A) Literacy; (B) SEDL, including behavior, school climate, and (C) Specially Designed Instruction (SDI), through a culturally and linguistically responsive lens • MTSS Integrated Intervention Teams provide professional learning opportunities to SSIP pilot schools in (A) Using screening and benchmark assessment tools; (B) Progress monitoring; (c) DBDM • MTSS Integrated Intervention Teams provide follow-up, onsite (1) technical assistance, (2) professional development, and (3) coaching to deepen and refine practices • State implements a Leadership Institute for SSIP pilot school leaders to receive training in facilitating implementation of the integrated, culturally and linguistically responsive MTSS, and other SSIP related initiatives 	<ul style="list-style-type: none"> • MTSS Integrated Intervention Teams are specially trained to support coaches, teachers and leaders at SSIP pilot schools with (1) implementation of the integrated, culturally and linguistically responsive MTSS framework; (2) fidelity implementation of specified EBPs in Literacy, SEDL, Behavior and SDI through a culturally and linguistically responsive lens; and (3) using screening and benchmarking tools and DBDM • Staff at SSIP pilot schools receive statewide and regional workshops/training in systems improvement, team-building and integrated, culturally and linguistically responsive MTSS framework implementation • Staff at SSIP pilot schools receive statewide and regional workshops/ training on implementation of specified EBPs in (A) Literacy; (B) SEDL, including behavior, school climate; and (C) SDI, through a culturally and linguistically responsive lens • Staff at SSIP pilot school receive statewide and regional workshops/ training in (A) Using screening and benchmark assessment tools; (B) Progress monitoring; (C) DBDM • SSIP pilot schools receive follow-up, onsite (1) technical assistance, (2) professional development and (3) coaching, as needed • SSIP pilot school leaders receive training through the Leadership Institute, in facilitating implementation of the Integrated MTSS framework and specified EBPs through a culturally and linguistically responsive lens 	<ul style="list-style-type: none"> • Increased efficiency and coordination of onsite PD/TA provided to SSIP pilot schools by Regional TAC Network specialists • Staff and leaders at SSIP pilot schools have increased collective understanding of the Integrated MTSS framework • Co-planning between targeted schools' general and special education teachers has increased at SSIP pilot schools • Staff and leaders at SSIP pilot schools have increased capacity to effectively implement the specified EBPs with fidelity to support (A) Literacy; (B) SEDL, including behavior and school climate; and (C) SDI, through a culturally and linguistically responsive lens • Staff and leaders at SSIP pilot schools have increased capacity to use formative assessment and progress monitoring tools and data to inform decisions on programming, teacher practice and student performance • Staff and leaders at SSIP pilot schools have increased feelings of satisfaction with the quality, relevance, and efficacy of PD/TA provided by the Regional TAC Network specialists 	<ul style="list-style-type: none"> • Increased capacity of MTSS Integrated Intervention Teams to sustain and scale up specialized support • Staff and leaders at SSIP pilot schools have increased organizational capacity and improved infrastructure to support fidelity implementation and sustainability of the integrated, culturally and linguistically responsive MTSS framework, including: <ul style="list-style-type: none"> ➤ structured communication systems; ➤ strategic alignment of initiatives in updated SCEP; ➤ installation of screening, benchmark assessment and progress monitoring tools; ➤ strategic reallocation of resources (personnel, funds, PD) to support effective instruction ➤ disaggregated data systems in place to support effective and equitable instruction • Staff and leaders at SSIP pilot schools have increased fidelity implementation of the integrated, culturally and linguistically responsive MTSS framework • Staff and leaders at SSIP pilot schools have increased fidelity implementation of the specified EBPs in literacy, SEDL and behavior, and SDI through a culturally and linguistically responsive lens • Staff and leaders at SSIP pilot schools have increased use of data for decision making (a) to inform instruction and PD; (b) to track student progress, including racial, cultural and linguistic subgroups; (c) to evaluate instructional programs; (d) to identify struggling students and intervene earlier; (e) to make decisions about students entering/exiting "student with a disability" status • K-5 students with learning disabilities at SSIP pilot schools have improved attitudes/increased engagement toward school • K-5 students with learning disabilities at SSIP pilot schools have increased their performance levels on benchmark assessments

New York State Education Department/Office of Special Education: SSIP Logic Model

STRATEGY 4: Needs Assessment/ Monitoring			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> Assess SSIP pilot schools' levels of implementation of the integrated, culturally and linguistically responsive MTSS framework and specified EBPs Use standardized procedures and current practices (e.g., QIP Walk-through tool, equity-based root cause analysis) to analyze, review, and monitor targeted schools instructional programs/practices in literacy, SEDL, SDI and systems improvement, through a culturally and linguistically responsive lens Evaluate the quality and effectiveness of ongoing professional learning efforts including MTSS and EBP statewide and regional workshops, onsite technical assistance and coaching, and MTSS/EBP information dissemination 	<ul style="list-style-type: none"> SSIP pilot schools have completed a needs assessment of the level of implementation of the Integrated MTSS framework and specified EBPs SSIP pilot schools have updated their comprehensive plans to include needs assessment results and improvement strategies (EBPs) within the Integrated MTSS framework SSIP pilot schools have conducted internal evaluation activities to determine participant satisfaction with the ongoing PD/TA learning activities and their impact on implementation of practices 	<ul style="list-style-type: none"> SSIP pilot schools' improvement plans have increased alignment with State priorities and standards of practice related to the Integrated MTSS framework 	<ul style="list-style-type: none"> SSIP pilot schools make progress toward achieving benchmark targets for K-5 students with learning disabilities as outlined in the updated SCEP
STRATEGY 5: Information Dissemination and Community Engagement			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> Develop a parent engagement model collaboratively among stakeholders that is responsive to local needs, delivered as close to the family as feasible and continually monitored by parents for success. Expand knowledge of EBPs by disseminating information/resources to SSIP pilot schools and parents about <i>what works</i> to support literacy, SEDL and behavior, SDI, and system improvement, through a culturally and linguistically responsive lens; send via publications, presentations, social media, reports/research briefs on EBPs, identification of EBP websites, registries Engage parents and the community in targeted schools through workshops and other activities to build capacity, commitment, and support regarding the integrated, culturally and linguistically responsive MTSS and how to partner with schools 	<ul style="list-style-type: none"> An Organizational Plan has been created that articulates critical elements for successful parent engagement program SSIP pilot schools, parents, and key stakeholder groups have received information and resources on what works to support an integrated, culturally and linguistically responsive MTSS framework, and specified EBPs instruction distributed by the MTSS SLT, MTSS Content Partnerships, and MTSS Integrated Implementation Teams Workshops have been conducted in accordance with the Organizational Plan for parents and community members by NYSED PD/TA Networks in collaboration with the regional and local Parent Centers 	<ul style="list-style-type: none"> Increased participation of parents from SSIP pilot schools in developing a system of engagement within their schools, districts, and regions. Increased parent/community awareness and understanding of the Integrated MTSS framework and specified EBPs Increased satisfaction of parents/community members from SSIP pilot schools with communications and training events 	<ul style="list-style-type: none"> Increased involvement/engagement of parents of all cultural and linguistic backgrounds in the special education process, and in school activities and decision making in SSIP pilot school communities Increased participation of parents/community members from SSIP pilot schools in literacy trainings for adult learners

Key Terms

DBDM	Data-based decision-making
DTSDE	Diagnostic Tool for School and District Effectiveness
Implementation of EBPs through a culturally and linguistically responsive lens	Alignment and fidelity implementation of evidence-based practices from other content areas with the principals and practices of culturally and linguistically responsive pedagogy
Integrated, culturally and linguistically responsive MTSS Framework	Multi-tiered Systems of Support framework which integrates content and services in the following domains: academic, behavior (SEDL), transition, and equity assurance
MTSS Content Partnerships	State-level communities of practice organized in three domains – Academic, Behavior and Equity – tasked with designing, developing and disseminating content and standards of practice for the State's integrated, culturally and linguistically responsive model of MTSS
MTSS SLT	Multi-tiered Systems of Support State Leadership Team overseeing the implementation of the SSIP
QIP	Quality Improvement Plan
SCEP	School Comprehensive Education Plan
SDI	Specially Designed Instruction
SEDL	Social Emotional Development and Learning
SESI	Special Education School Improvement Specialists
Specified EBPs	Evidence- based practices specifically identified by the State Leadership Team, in collaboration with the MTSS Content Partnerships



h. Infrastructure Enhancements

NYSED's SSIP is designed to build systemic capacity at the SEA and LEA levels for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support. The following section highlights additions or changes to Phases I and II in the areas of Governance, Fiscal, Quality Standards, Professional Development, Data, Technical Assistance and Accountability.

Governance

In Phase I (pages 24-26), NYSED described the capacity of the current State system to support improvement and build capacity in LEAs to implement, scale up, and sustain evidence-based practices to improve outcomes for students with disabilities. Phase II (pages 6-7) described steps to further align and leverage current improvement plans and initiatives in the State, including general and special education, which impact students with disabilities.

1. NYSED proposes in Phase III to establish an MTSS State Leadership Team (MTSS SLT) to guide SSIP implementation, oversee the MTSS Content Partnerships, and monitor system performance and level of effort. In addition, the MTSS SLT would influence decisions related to funding, visibility, dissemination, political support, policy and systems alignment, and personnel readiness to inform professional development, coaching and technical assistance, evaluation and performance feedback and content expertise shared with local implementation sites. As noted in the model of “Leading by Convening,” effective leadership must be inclusive, collaborative, authentic and engaging. If we lead by convening, we must coalesce around issues, ensure relevant participation, and do the work together⁵. The MTSS SLT will use information and data collected from SSIP implementation to guide decisions regarding the next iteration of technical assistance networks.

NYSED has supported and promoted implementation of both Rtl and PBIS for over a decade and has provided support to LEAs through funded technical assistance centers, RSE-TASC Behavior Specialists, and Rtl Professional Development Teams, funded through NYSED’s most recent SPDG. NYSED has also provided guidance and regulatory language requiring the use of an Rtl framework in grades K-4 in the area of reading and supported the integration of PBIS through collaborative efforts with the Office of Student Support Services. Although these efforts have supported the expanded use of Rtl and PBIS statewide, NYSED recognizes the need to shift focus to MTSS as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. NYSED recognizes the need to continue support for specific content expertise in academics and behavior through statewide technical assistance centers and implementation

5

<http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

State Systemic Improvement Plan – Phase III

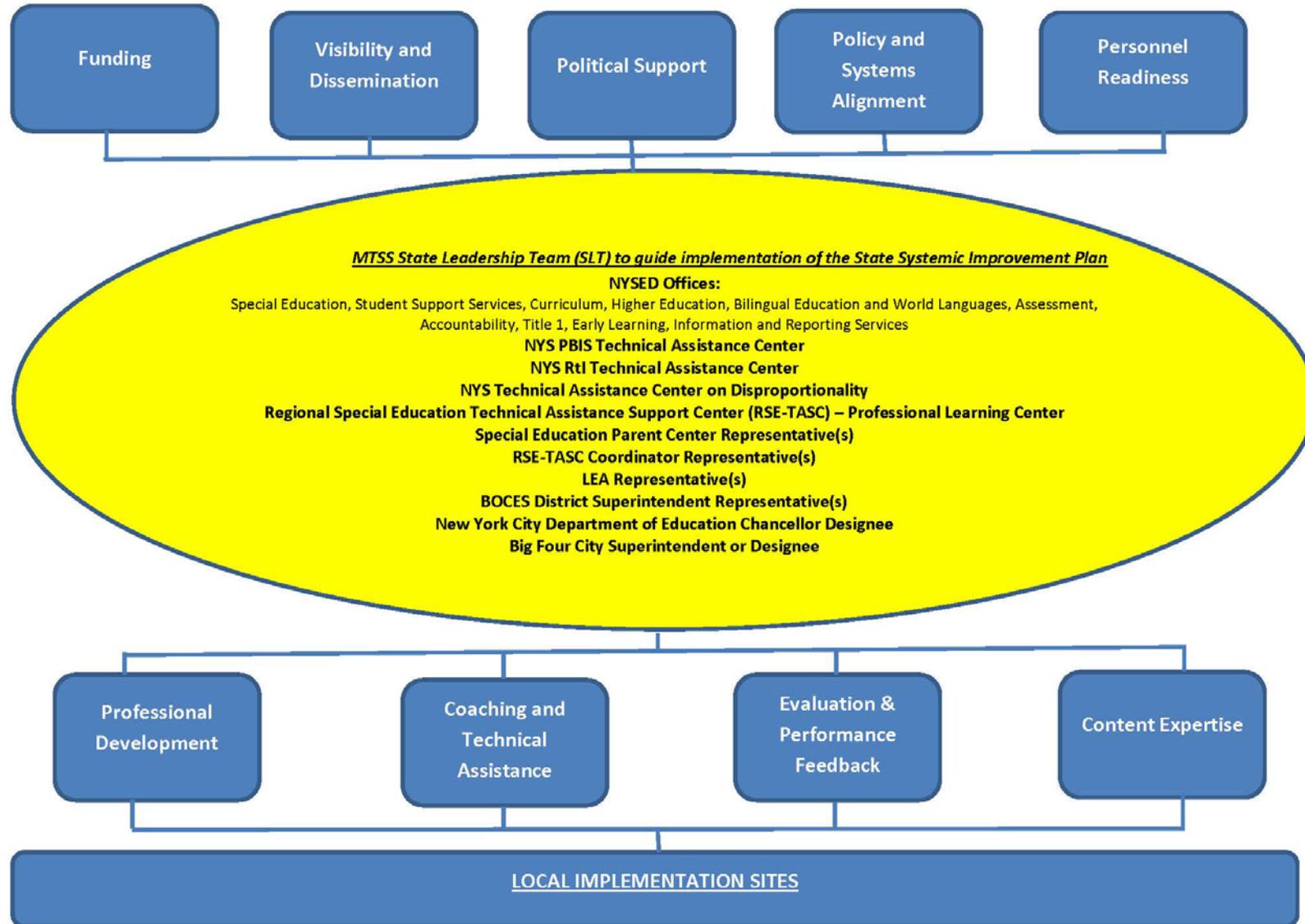


specialists dedicated to supporting LEAs in understanding RtI and PBIS. However, based on stakeholder input, NYSED has also identified the need to form and maintain an MTSS SLT, comprised of representatives of multiple NYSED offices, the statewide TACs for PBIS and RtI (which also include representatives of Institutes of Higher Education), Special Education Parent Centers (which also include representatives of the federal Parent Training and Information Centers in NYS), LEAs, and the RSE-TASC Coordinators to ensure sustained and consistent focus on MTSS as an effective school model. The model for the MTSS SLT is demonstrated in the graphic below⁶.

⁶ Adapted from the PBIS Implementation Rubric; Part 1 PBIS Implementation Foundations – Ver. 18 Oct 2015; Office of Special Education Programs, Positive Behavioral Interventions and Supports.



Supporting and Sustaining Multi-Tiered Systems of Support in New York State





2. The SSIP will also support partnerships in three critical MTSS content areas: academic, behavior and equity. These partnerships will be comprised of an NYSED Project Manager in each content area, content specialists from the RSE-TASC (SEIS, Behavior Specialists, Bilingual Special Education Specialists), Rtl specialists supported through a 2017 SPDG award (pending a successful SPDG proposal), and an equity specialist supported through the Technical Assistance Center on Disproportionality, school practitioner representatives and parent representatives. While NYSED has long supported technical assistance in each of these areas, a weakness noted by stakeholders was the lack of organizational structure to improve collaboration of technical assistance and professional development efforts across content areas. Stakeholders particularly emphasized the need for greater integration and understanding of culturally relevant practices.

Stakeholders also commented on the need for increased parent and family engagement as part of efforts to improve outcomes. NYSED's 14 Special Education Parent Centers currently provide support at a regional level and the Rtl Personnel Development Project, ending in June 2017, also provided parent information and resources on Rtl at a regional level. Specialists from both of those technical assistance entities have noted that attendance at parent information sessions is often low and does not necessarily meet the needs of parents to stay informed and to increase their engagement with schools. Through the SSIP Pilot Schools, NYSED will pilot a more directed and strategic strategy for parent support and engagement to offer insight into ways in which to revise the current structure in that area.

3. Phase III will include establishment of MTSS Integrated Intervention Teams at the regional and local levels, comprised of specialists in literacy, behavior, specially designed instruction, and culturally and linguistically relevant education to support implementation of MTSS and specific evidence-based practices at each targeted school.

Fiscal

As outlined in Phases I and II, NYSED plans to continue to utilize IDEA discretionary funds to support technical assistance and professional development to achieve expected outcomes. Under Phase III, the Office of Special Education also plans to apply for a SPDG during OSEP's 2017 round of awards to fund Rtl specialists as part of the Integrated Intervention Teams to work in the SSIP Pilot Schools selected for Phase III. The current Rtl Personnel Development Project, funded through a 2011 SPDG award, and identified as an improvement activity in Phase II, supported four regional Rtl Professional Development Teams to scale up Rtl across grade levels and school districts, expansion of NYSED's Rtl TAC to coordinate professional development materials and develop an Rtl webinar series, and funding to provide regional professional development on Recognition and Response and parent information sessions on Rtl. This project will end in June 2017. The NYS Rtl TAC will offer support to the SSIP pilot sites in Rtl implementation and practices as well as specific practices in learning disabilities in the area of reading during the 2017-2018 school year through IDEA discretionary funds. NYSED is proposing a new SPDG-funded project in 2018-



2019. If successful, the SPDG award would fund RtI specialists in SSIP Pilot Schools and support a Project Coordinator to oversee and coordinate the work of the RtI specialists. The RtI specialists would provide training, support and coaching in the implementation of RtI as part of a multi-tiered system of support. The SPDG award would also be utilized to provide additional funding for the current NYS RtI TAC, housed at Buffalo State College, to support the Integrated Intervention Teams with information and resources on specific literacy practices for students with learning disabilities.

Quality Standards

NYSED outlined extensively in Phase I (pages 27-32 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (pages 5-6) (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf) the quality standards in place to support SSIP improvement activities. In Phase III, NYSED will continue to provide resources to schools related to key principles for improved practices identified in the NYS “Blueprint for Improved Outcomes for Students with Disabilities.” Phase III will also include activities to select, revise and develop resources and tools to promote adoption of an integrated, culturally and linguistically responsive MTSS framework and the use of specific evidence-based practices in pilot schools. These products, tools and protocols to be used in implementation will be selected by NYSED, the MTSS Content Partnerships, the professional development and technical assistance networks and approved by the MTSS State Leadership Team.

Professional Development and Technical Assistance

To build capacity of LEAs to support the needs of students with disabilities, implement appropriate multi-tiered systems of support for all students and implement and utilize appropriate data practices, professional development under the SSIP will focus on an integrated model of training, coaching and professional learning opportunities. As part of a plan, do, study, act cycle, NYSED will use the coordinated model in SSIP Pilot Schools to refine practices and methodology which can then be scaled up across an increased number of LEAs and eventually statewide. The target population for the SSIP is students with learning disabilities, but the evidence-based practices to be utilized are appropriate for all students with disabilities.

In response to stakeholder input, the SSIP professional development model includes a Leadership Institute for targeted schools’ leaders to provide information, strategies and guidance for supporting the implementation of the integrated, culturally and linguistically responsive MTSS and other SSIP-related initiatives. Stakeholders noted that school and district leadership frequently lack opportunity to hear from administrative colleagues on their implementation successes and challenges and, particularly, to access resources and information targeted specifically for the school and district leaders’ roles in systems change initiatives.



Data

Phase I of the SSIP included an extensive and comprehensive data analysis in regard to demographic and achievement information for students with disabilities, by subgroup, grade level, race/ethnicity and a variety of other disaggregated categories. (Please see pages 3-23 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>.)

NYSED utilized this data analysis and data analysis conducted with stakeholders during Phase III to inform the revised SiMR, baseline and targets. Stakeholders noted that measuring improvement toward the SSIP target must include more sensitive and frequent measures than the annual NYS ELA State Assessment results for the targeted population. Implementation of an MTSS framework with fidelity requires frequent analysis of progress monitoring data and benchmark assessment data at the classroom, grade, and school levels to determine level of progress and needed change. Phase III will include review of progress monitoring and benchmark data by the regional and building Integrated Intervention Teams, and summaries of progress or barriers to improvement will be shared with the MTSS State Leadership Team.

Accountability/Monitoring

As outlined in Phase I (pages 37-40 <http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (pages 12-15 http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf), the SSIP will continue to utilize the accountability infrastructure currently in place to support achievement of the SiMR. However, the revised SSIP will require more aligned accountability processes for the specialists assigned to work in each of the SSIP Pilot Schools. Currently, specialists use several different documents and plans to reflect the work a school is doing in regard to RtI, PBIS, and instructional practices in literacy, behavior and specially designed instruction. The TAC-D specialists assigned to work in specific schools use a Quality Improvement Process, and the SESIS use a separate Quality Improvement Process. The Behavior Specialists develop an action plan in regard to PBIS, and the RtI Professional Development Teams utilize a separate action plan.

Under the revised SSIP, the MTSS State Leadership Team, in coordination with the MTSS Content Partnerships, will develop a more streamlined and efficient method of planning with school teams, analyzing and using data, developing goals and documenting a school's work to improve outcomes for students with disabilities and to implement an MTSS framework with fidelity.

NYSED is also evaluating the communication and partnering protocols between its monitoring system for compliance under IDEA and its professional development and technical assistance support to more strategically plan where support is needed for struggling schools. Currently, the regional planning process used to identify schools requiring support from the RSE-TASC specialists and TAC-D and to provide information/input from the Special Education Quality Assurance Regional Associates



varies from region to region and does not utilize a consistent methodology for ongoing communication, planning and evaluation of interventions. During the 2017-2018 school year, NYSED will implement a more efficient and consistent planning and communication protocol to utilize resources more effectively.

i. Evaluation

Using the logic model, an evaluation plan was developed using the expertise of an independent evaluator. NYSED engaged the services of Dr. Thomas Kelsh, PhD., of Measurement, Inc., to act as evaluator for the SSIP. Dr. Kelsh and Measurement, Inc., have extensive experience in developing statewide evaluation plans for several states, including several projects for NYS. Dr. Kelsh participated in stakeholder meetings (internal core, core, and key participants) beginning in December 2016 to assist in facilitating these stakeholders to develop an evaluation plan that aligned with stakeholder considerations.

Evaluation Plan

As previously noted, the SSIP logic model has been revised in coordination with NYSED's revision to the SiMR and related improvement strategies and outcomes. It has been developed to align with each of the improvement strategies presented in the revised Theory of Action. The logic model outlines the inputs (agencies, people, resources, technology, etc.) necessary to implement the SSIP; the improvement strategy activities to be conducted; the expected outputs; and intended short-term, intermediate, and long-term outcomes. Moreover, it has been developed as part of a series of key external and internal stakeholder group meetings held during the fall (2016) and winter (2017), and guided by the NY SSIP external evaluator. These Stakeholder Meetings were noteworthy for the depth of participation and the active involvement of attendees, including a review of statewide performance data of students with disabilities, discussion of a revised SiMR, and the development of multiple draft logic models. Once consolidated, multiple reviews of the logic model were conducted to provide sufficient opportunity for stakeholder review and input.

NYSED recognizes that a strong evaluation plan is central to fulfilling the stated requirements of the SSIP initiative and understands that this plan must furnish data on plan implementation and achievement of targeted results, with a specific focus on assessing processes and outcomes relevant to SSIP goals and priorities. Our read of OSEP guidance and input from OSEP TA providers indicates that three activities are central to preparing a sound evaluation plan: (1) a clear description of the overall purpose of the evaluation – what New York proposes to accomplish, including the impact of the SSIP activities on the SiMR, and other key outcomes (e.g., infrastructure and the use of evidence-based practices); (2) an assessment of the extent to which activities are being implemented as planned; and (3) an assessment of the extent to which intended outcomes are being achieved.



Purpose of the Evaluation

In order to develop a statewide model of technical assistance and professional development that supports the implementation of evidence-based practices within a tiered system of student support to improve outcomes for students with learning disabilities, NYSED's SSIP evaluation will incorporate methods for determining the information that stakeholders want and need to know, how best to gather this information, and how best to feedback the results in usable formats. Through a continuing dialogue about the information and data derived from the evaluation, NYSED's MTSS Leadership Team will develop a robust appreciation of the roll-out of the SSIP initiative, the implementation of the specified improvement strategies, including the necessary infrastructure components, and how the evaluation must be shaped to accommodate the role, contribution, and perspectives of multiple networks, organizations and partners.

The independent evaluation vendor will be expected to implement rigorous research methods, use a formative and summative evaluation design, and draw upon a combination of qualitative and quantitative data collection methodologies to provide a comprehensive, accurate, and impartial assessment of NYSED's SSIP initiative.

How NYSED will Measure the Intended Outcomes

NYSED understands that central to answering the key questions about the implementation and outcomes of the SSIP is quality data. Quality data, for our evaluation vendor, will be defined by the basic measurement concepts of reliability and validity, as well as the evaluation standards of objectivity, transparency, reproducibility, and utility. In short, quality data means that the instruments and data collection procedures for gathering information about the SSIP should (a) provide consistent information over time, (b) truly reflect the underlying concepts/criteria of the SSIP improvement strategies, (c) provide an accurate and unbiased assessment of the SSIP implementation and outcomes, (d) lead to the development and exchange of clear, meaningful information, and (e) be useful and accessible to all stakeholders, interested parties, and in particular, local schools and districts. The evaluation instruments (MTSS and EBP implementation fidelity tools; PD participant reaction form; surveys of MTSS design team members, teachers, and parents; and key participant interview protocols) and procedures, thus, will be designed to promote quality data and conform to the standards for program evaluation developed by the Joint Committee on Standards for Educational Evaluation. The external evaluation vendor will rely upon instruments and data collection procedures that are feasible and realistic, and can be carried out with reasonable effort and cost.

Reporting, Dissemination and Feedback (for Plan Revision) of Results

The information obtained through the evaluation procedures will be shared with the State Leadership Team through a variety of communication channels including quarterly status reports and meetings, an annual comprehensive report, a final report, and monthly, in-person briefings. The annual and final reports will communicate technical



information in user-friendly, nontechnical ways. An integral feature of the final reports will be the development of recommendations for the purpose of program improvement, including research-informed thinking about the strategies that most strongly influence program quality and positive student outcomes. To make the results transparent and useful to the MTSS Leadership Team, participating districts and schools, and key stakeholder groups, the survey responses (aggregated and for individual schools) can be formatted into tables and graphs, with each display containing a bulleted interpretation. Separate displays can be created for each respondent group (i.e., MTSS design teams, teachers, parents/community members, and administrators) and for all respondents, combined (i.e., total group). At minimum, the evaluation vendor will graphically display the average response (a) per survey item, (b) per Improvement Strategy, and (c) for all strategies combined. A series of tables will be prepared that demonstrate the relationship between strategy implementation and outcomes. The analysis and reporting will also include multi-year results and displays.

j. Communication Plan/Next Steps

NYSED will continue to utilize the current SSIP stakeholder groups to provide input, feedback and assistance in implementation of the SSIP. The Core and Key Participant stakeholders will meet three times per year to hear updates and participate in large and small group work to inform the next phase of the SSIP and to make adjustments as needed in the current processes. The Internal Core Stakeholder group will continue to meet monthly and additionally as necessary to continue to evaluate the SSIP and plan the next phase of implementation. The MTSS SLT, which includes representatives from all three stakeholder groups, will provide the primary leadership for oversight of the SSIP implementation and will be responsible for decision making and communication with the MTSS Integrated Intervention Teams. The regional Integrated Intervention teams and the district level teams will provide practitioner experience and wisdom to inform the MTSS State Leadership Team in its oversight of the entire SSIP.

NYSED will continue, as it has throughout the SSIP process, to provide information and updates on SSIP Phase III regularly to its broad constituency of stakeholders, including the Commissioner's Advisory Panel, the Youth Advisory Panel, parents, and other technical assistance and professional development networks. NYSED has established an email address for SSIP and will provide a phone number for these groups and the public to provide input and ask questions during the implementation process. Other forms of communication will be established through the implementation of SSIP activities between and among school personnel and families.

NYS will also highlight and acknowledge the schools participating as SSIP Pilot Schools in the News portion of the Office of Special Education's website as well as regional RSE-TASC newsletters. NYSED will share these schools' commitment to the SSIP work and highlight successes, as well as challenges that require solving, as part of the professional development and technical assistance provided in the rest of the State.

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

I. Organizational Capacity Building

A. Broad Improvement Strategy #1:

Establish adaptive leadership teams and communication processes at each level to increase organizational capacity, collaboration, and responsiveness across the system

B. Key State Initiatives and/or Resources that Align with the Improvement Activity*

- Diagnostic Tool for School and District Effectiveness (DTSDE) Process
- New York State Education Department (NYSED)-funded Technical Assistance (TA) Centers on Positive Behavioral Interventions and Supports (PBIS) / Response to Intervention (RtI) / Disproportionality / Special Education Parent Centers, Regional Special Education Technical Assistance Support Center (RSE-TASC) Specialists, RtI Professional Development (PD) Teams
- State Personnel Development Grant (SPDG) (new application) – RtI specialists

*For a full description of these resources, please refer to SSIP Phase I (<http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (http://www.p12.nysed.gov/specialed/spp/documents/NYSSIPPhaseIIReportMarch2016_000.pdf)

C. Barriers

What Barriers Have Been Identified?	How Will Barriers Be Addressed?
<ul style="list-style-type: none"> • Communication across NYSED Offices on Multi-Tiered Systems of Support (MTSS). No State Level MTSS Leadership Team • Lack of communication and integration across technical assistance (TA) Centers • Multiple local educational agency (LEA) obligations • Misalignment of professional development (PD) and TA provided to schools • Lack of resources to support implementation of Response to Intervention (RtI) in targeted schools • Inconsistent use of training materials, fidelity measures, and progress monitoring 	<ul style="list-style-type: none"> • NYSED Offices will participate in the MTSS State Leadership Team • TA Centers will participate in the MTSS State Leadership Team • Use of a memorandum of understanding (MOU) • Integrated Intervention Teams • Apply for the 2017 SPDG • More consistent use of fidelity coaching by the TA Centers as well as use of an MOU

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D. Improving Infrastructure and/or Practice

i. Is this broad improvement strategy intended to improve one of more infrastructure components? If so, check all that apply.

Governance ✓	Fiscal Resources ✓	Quality Standards	Data Systems
Professional Development ✓	Technical Assistance ✓	Accountability and Monitoring ✓	

ii. Is this broad improvement strategy intended to directly improve teachers’ practices in assessment, instructional planning and teaching?

Yes ✓	No
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E. Stakeholders

The following stakeholders will play key roles in the implementation of the broad improvement strategy:

NYSED	PD/TA Providers	LEAs	Teachers
<ul style="list-style-type: none"> Office of Special Education Office of Information and Reporting Services Office of Accountability Office of Student Support Services Office of Curriculum and Instruction Office of Bilingual Education and World Language Studies Office of Early Learning Office of State Assessment 	<ul style="list-style-type: none"> Positive Behavioral Intervention and Supports (PBIS) Technical Assistance Center (TAC) RtI TAC Technical Assistance Center on Disproportionality (TAC-D) Regional Special Education Technical Assistance Support Centers (RSE-TASC) Parent Centers Professional Learning Center (PLC) RtI Specialist (State Personnel Development Grant) 	19 Schools (to be designated)	MTSS School Level Team <ul style="list-style-type: none"> Team Leader District Level Representative Principal General Education Teacher(s) Special Education Teacher(s) School Psychologist School Counselor Literacy/PBIS Coach Speech Language Pathologist

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

F. Improvement Plan

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for completion	How Other State Offices and Agencies will be Involved
		State	Local					
Establish a MTSS State Leadership Team (SLT)	X	X		<ul style="list-style-type: none"> Identify members Invite members to a meeting to share the purpose and goal of the MTSS SLT Establish operation protocol including: <ul style="list-style-type: none"> Meeting schedules Methods for assigning specific task and responsibilities Strategies for communicating internally and with other stakeholders Strategies for following up on decisions made Maintain minutes from meetings to include decisions made and implemented Schedule ongoing meetings 	Meeting Space	NYSED Office of Special Education	By end of April 2017	Other NYSED Offices will be members of the MTSS SLT BOCES District Superintendent representative Learning Disability Association (LDA) Member
Establish MTSS Content Partnerships in three, critical MTSS content areas – Academic, Behavior, and Equity	X	X		<ul style="list-style-type: none"> Identify members comprised of the following stakeholders: <ul style="list-style-type: none"> NYSED PD/TA Network program managers PBIS TAC TAC-D RTI TAC RSE-TASC Specialists in targeted regions Special Education Parent Center rep(s) Invite members to a meeting to share the purpose and goal of the MTSS Content Partnership Establish operation protocol including: <ul style="list-style-type: none"> Meeting schedules Methods for assigning specific task and responsibilities 	Meeting Space Web-based platform	NYSED Office of Special Education	By end of April 2017	MTSS Content Partnership will report back to the MTSS SLT Regional LDA member

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for completion	How Other State Offices and Agencies will be Involved
		State	Local					
				<ul style="list-style-type: none"> ○ Strategies for communicating internally and with other stakeholders ○ Strategies for following up on decision made • Schedule ongoing meetings to collaborate and coordinate to support each other’s mission • Identify a web-based platform to share and store materials and resources to be used by Regional MTSS Integrated Implementation Teams • Collect content knowledge and resources to deploy to regional Implementation Teams • Report and make recommendations to the MTSS SLT 				
Establish MTSS Integrated Intervention Teams	X	X	X	<ul style="list-style-type: none"> • Identify members from each targeted RSE-TASC region as well as representatives from the RTI TAC, TAC-D and SE Parent Centers • Schedule an online meeting with members of the MTSS Content Partnership and the MTSS Integrated Intervention Teams to share purpose and goal of the SSIP • Establish operation protocol including: <ul style="list-style-type: none"> ○ Meeting schedules ○ Methods for assigning specific task and responsibilities ○ Strategies for communicating internally and with other stakeholders ○ Strategies for following up on decision made 	Webinar Platform	NYSED Office of Special Education NYSED PD TA Networks	By end of May 2017	Members of the MTSS Content Partnership will be active members of this partnership and will report back to MTSS SLT

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for completion	How Other State Offices and Agencies will be Involved
		State	Local					
				<ul style="list-style-type: none"> Schedule ongoing meetings to collaborate and coordinate to support each other's mission 				

G. Evaluation of Improvement Strategy Implementation

Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
The MTSS State Leadership Team (MTSS SLT) has been established with a clear mission, goals, and commitment from representatives of key stakeholder groups	Review: MTSS SLT mission statement, member roster, meeting schedule and protocols, communication plan	April 30, 2017
The MTSS SLT has convened as scheduled to review implementation progress, document and disseminate project updates to stakeholder groups, and report findings/ recommendations to the Office of Special Education	Review: MTSS SLT meeting agendas, attendance rosters, meeting minutes, communication records, reports	May, 2017 and ongoing as scheduled <i>Minutes posted promptly after each meeting</i>
The state level MTSS Content Partnerships in Academic, Behavior and Equity have been established with a clear mission, goals, and commitment from representatives of key stakeholder groups	Review: MTSS Partnerships' mission statements, member rosters, meeting schedules and protocols, communication plans	April 30, 2017
The MTSS Content Partnerships have convened as scheduled and completed identified priorities	Review: MTSS Partnerships' meeting agendas, attendance rosters, meeting minutes, communication records, reports/work products	May, 2017 and ongoing as scheduled <i>Minutes posted promptly after each meeting</i>
The regional MTSS Integrated Intervention Teams have been established with a clear mission, goals, and commitment from representatives of key stakeholder groups	Review: MTSS Integrated Intervention Teams' mission statements, membership rosters, meeting schedules and protocols, communication plans	June 30, 2017
The regional MTSS Integrated Intervention Teams have convened as scheduled and completed identified priorities	Review: MTSS Integrated Intervention Teams' meeting agendas, attendance rosters, meeting minutes, communication records, reports/work products	July, 2017 and ongoing as scheduled <i>Minutes posted promptly after each meeting</i>

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (system)	There is improved collaboration between and across NYSED offices and State and regional PD/TA Networks
Short term (system)	There is increased system coherence, collective understanding, and shared ownership of the State's integrated, culturally and linguistically responsive MTSS framework
Short term (system)	There is increased coordination and reduced duplication of effort in the planning and provision of services from state and regional PD/TA Networks in support of SSIP implementation
Intermediate (system)	There is improved system efficacy to deliver ongoing, scaled support services to SSIP Pilot Schools
Intermediate (system)	There are adaptive, facilitative policies and plans in place to support sustainability and scale-up of the Integrated MTSS framework
Intermediate (system)	NYSED has established an operational model of the integrated, culturally and linguistically responsive MTSS framework and standards of practice
Long term (system)	There is an increased organizational capacity of the NYSED PD/TA Network
Long term (system)	There is collective reinforcement of State priorities and increased satisfaction among leaders, stakeholder representatives and team members with the organizational structures and processes providing governance

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short term (system)	There is improved collaboration between and across NYSED offices and State and regional PD/TA Networks	<ul style="list-style-type: none"> <i>To what extent do participants on the MTSS SLT understand the purpose/ parameters of the team and their roles within it? Do participants feel their input is considered in project governance decisions?</i> <i>Are participants satisfied with the performance of the MTSS SLT?</i> <i>As a result of MTSS SLT collaborative activities and reports, what policies and/or procedures were developed to guide the development, refinement and implementation of the SSIP?</i> 	<p>All MTSS SLT members report understanding their roles</p> <hr/> <p>95% report feeling their input is considered in decision-making</p> <hr/> <p>90% of MTSS SLT members report satisfaction with team's performance</p> <hr/> <p>Tasks/assignments have been completed by the MTSS SLT in a timely manner according to agreed upon schedule and priorities</p>	<p>Review MTSS SLT meeting documents and reports</p> <p>Conduct surveys and interviews with MTSS SLT members</p>	<p>December 2017, June 2018 and annually thereafter</p>

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short term (system)	There is increased system coherence, collective understanding, and shared ownership of the State’s integrated, culturally and linguistically responsive MTSS framework	<ul style="list-style-type: none"> To what extent do the MTSS SLT, the MTSS Content Partnerships and the MTSS Integrated Intervention Teams work together to identify and achieve SSIP goals and objectives? Do the groups implement improvement activities based on upon shared action plans? To what extent do the groups planning and providing the SSIP-related TA/PD contribute to/complement the work of each other? Are network supports/services timely? Has duplication of effort been reduced? Has services fragmentation been reduced? 	<p>All MTSS Partnership and MTSS Integrated Implementation Team members report understanding shared goals and their roles</p> <hr/> <p>95% report feeling their input is considered in decision-making</p> <hr/> <p>90% of members report satisfaction with group’s performance</p> <hr/> <p>80% of members report the group’s collective efforts/work supports/complements their own content/specialized work</p> <hr/> <p>Tasks/assignments have been completed in a timely manner according to agreed upon schedules and priorities</p>	<p>Review MTSS Content Partnerships’ and Implementation Teams’ meeting documents, reports/work products</p> <p>Review communications records</p> <p>Conducts surveys and interviews with team members</p>	December 2017, June 2018 and annually thereafter
Short term (system)	There is increased coordination and reduced duplication of effort in the planning and provision of services from state and regional PD/TA Networks in support of SSIP implementation	<ul style="list-style-type: none"> To what extent do SSIP Pilot Schools access the available supports and services provided by the TA/PD networks? Are all the SSIP Pilot Schools being reached? Are the support services sufficient to meet the needs of SSIP Pilot Schools? Is there sufficient capacity at the state and regional levels to meet local needs? What additional support/services are necessary for SSIP Pilot Schools to move forward and realize improved outcomes? 	<p>All SSIP Pilot Schools report receiving the list of specified priority support services on schedule, per the MOU</p> <hr/> <p>90% of schools report support services are adequate to meet needs</p> <hr/> <p>80% of regional and local level survey respondents report satisfactory, timely communication from MTSS SLT, MTSS Content Partnerships, and MTSS Integrated Intervention Teams</p>	<p>Review service delivery schedules, inventories, communication records</p> <p>Surveys and interviews with school leaders/ Team members</p>	December 2017, June 2018 and annually thereafter
Intermediate (system)	There is improved system efficacy to deliver ongoing, scaled support services to SSIP Pilot Schools	<ul style="list-style-type: none"> To what extent do SSIP Pilot Schools access the available supports and services provided by the TA/PD networks? Are all the SSIP Pilot Schools being reached? Are the support services sufficient to meet the needs of SSIP Pilot Schools? Is there sufficient capacity at the state and regional levels to meet local needs? What additional support/services are necessary for SSIP Pilot Schools to move forward and realize improved outcomes? 	<p>All SSIP Pilot Schools report receiving the list of specified priority support services on schedule, per the MOU</p> <hr/> <p>90% of schools report support services are adequate to meet needs</p> <hr/> <p>80% of regional and local level survey respondents report satisfactory, timely communication from MTSS SLT, MTSS Content Partnerships, and MTSS Integrated Intervention Teams</p>	<p>Review service delivery schedules, inventories, communication records</p> <p>Surveys and interviews with school leaders/ Team members</p>	December 2017, June 2018 and annually thereafter

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Intermediate (system)	There are adaptive, facilitative policies and plans in place to support sustainability and scale-up of the Integrated MTSS framework	<ul style="list-style-type: none"> To what extent have organizational policies and plans been established to support sustainability and scale-up of the Integrated MTSS framework? 	<p>The MTSS SLT has utilized recommendations from MTSS Partnerships and MTSS Integrated Intervention Teams to develop a strategic plan for supporting sustainability at Cohort 1 schools</p> <hr/> <p>The MTSS SLT has identified Cohort 2 schools and developed a strategic plan to scale up implementation to these sites</p>	Review communication records, meeting minutes, work drafts	June 2019
Intermediate (system)	The State has established an operational model of the integrated, culturally and linguistically responsive MTSS framework and standards of practice	<ul style="list-style-type: none"> To what extent has the State's Integrated MTSS framework been established? 	<p>85% of regional and local MTSS Integrated Implementation Team members report having a clear understanding of the system supporting the Integrated MTSS</p> <hr/> <p>95% of SSIP pilot school administrators report having a clear understanding of the system and the collaborative teams supporting the Integrated MTSS framework</p> <hr/> <p>85% of SSIP Pilot Schools' staff report having a clear understanding of the Integrated MTSS and the value and function of the MTSS Integrated Implementation Teams</p>	Surveys and interviews with school leaders, staff, MTSS Implementation Team members	June 2019
Long term (system)	There is an increased organizational capacity of the NYSED PD/TA Network	<ul style="list-style-type: none"> What changes in State infrastructure have taken place to improve and support the organizational capacity of the TA/PA networks? Is the necessary infrastructure in place to sustain State-provided TA/PA efforts? How do the support efforts of the TA/PA networks interact to reinforce State priorities? Do SSIP Pilot Schools have a clear understanding of State priorities? Do 	<p>Records documenting the transition of workflow processes, management practices, and development of new protocols across State, regional and local levels as a result of SSIP activities</p> <hr/> <p>90% of State and regional specialists/service providers report clear understanding of State priorities</p>	Review internal documents	Fall 2019
Long term (system)	There is collective reinforcement of State priorities and increased satisfaction among leaders, stakeholder representatives and			Conduct surveys, interviews, focus groups with State, regional and local level SSIP project participants	

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
	team members with the organizational structures and processes providing governance	<i>they feel that the State TA/PD networks are providing a consistent message about State priorities? Do they feel that the State TA/PD networks are providing complementary support/services?</i>	80% of State and regional specialists/service providers report satisfaction with level of cohesiveness of State network 90% of SSIP Pilot Schools report overall satisfaction with the level of cohesion of State network and support services		

II. Product Development

A. Broad Improvement Strategy #2

Select and develop consistent tools, resources and documents to be used by MTSS Integrated Intervention Teams with SSIP Pilot School teams.

B. Key State Initiatives and/or Resources that Align with the Improvement Activity*

- Blueprint for Improved Outcomes for Students with Disabilities
- RtI Guidance and Regulations and Curriculum/Training Material
- PBIS Curriculum and Training Material
- NYSED Quality Indicators for Literacy/Behavior/Specially Designed Instruction (SDI)
- Culturally Responsive Education Modules
- DTSDE Review Process (e.g., Rubric, RSE-TASC Walkthrough Tools)
- State Performance Plan (SPP) Self-Review Tools
- Quality Improvement Process(es) (QIP)

*For a full description of these resources, please refer to SSIP Phase I (<http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf)

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

C. Barriers

What Barriers Have Been Identified?	How Will Barriers Be Addressed?
<ul style="list-style-type: none"> Inconsistent use of tools and resources and duplication of efforts/resources Inconsistent communication process between monitoring and professional development 	<ul style="list-style-type: none"> MTSS State Leadership Team will oversee creation of products and implementation of tools and resources NYSED will evaluate and redesign the deployment of resources in targeted regions of the State

D. Improving Infrastructure and/or Practice

i. Is this broad improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ✓	Fiscal Resources	Quality Standards ✓	Data Systems ✓
Professional Development ✓	Technical Assistance ✓	Accountability and Monitoring ✓	

ii. Is this broad improvement strategy intended to directly improve teachers’ practices in assessment, instructional planning and teaching?

Yes ✓	No
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E. Stakeholders

The following stakeholders will play key roles in the implementation of the broad improvement strategy:

NYSED	PD/TA Providers	LEAs	Teachers
<ul style="list-style-type: none"> Office of Special Education Office of Information and Reporting Services Office of Accountability Office of Student Support Services Office of Curriculum and Instruction Office of Bilingual Education and World Language Studies Office of Early Learning Office of State Assessment 	<ul style="list-style-type: none"> PBIS TAC RTI TAC TAC-D RSE-TASC SE Parent Centers PLC RTI Specialist (SPDG) 	19 Schools (to be designated)	MTSS School Level Team <ul style="list-style-type: none"> Team Leader District Level Representative Principal General Education Teacher(s) Special Education Teacher(s) School Psychologist School Counselor Literacy/PBIS Coach Speech Language Pathologist

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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F. Improvement Plan

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for Completion	How Other State Offices and Agencies will be Involved
		State	Local					
Select/revise/develop resources	X	X	X	<ul style="list-style-type: none"> MTSS Content Partnerships selects tools and resources Makes revisions as needed Develops new resources and tools as needed Shares tools and resources with MTSS SLT and Integrated Intervention Teams 	Web-Based Platform for resource sharing	MTSS Content Partnership	By end of August 2017	Tools and resources will be shared with MTSS SLT.

G. Evaluation of Improvement Strategy Implementation

Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
Tools, resources and documents to support fidelity implementation of the Integrated MTSS framework have been developed for review by the MTSS State Leadership Team	Review: Schedule for delivery of identified priority products; product inventory checklist	August 31, 2017
Approved SSIP products have been organized and made accessible via a web-based platform	Review: Completion of web-based platform for accessing products	September 30, 2017 <i>with regularly scheduled updates thereafter</i>

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (system and practices)	SSIP Pilot Schools have improved access to up-to-date resources to support implementation efforts
Short term (system and practices)	SSIP Pilot Schools have increased utilization of products and resources
Intermediate (systems and practices)	There is improved infrastructure to support implementation of the integrated, culturally and linguistically responsive MTSS framework at SSIP Pilot Schools
Long term (system)	In the LEAs where the SSIP was piloted, there is district-wide adoption of the integrated, culturally and linguistically responsive MTSS framework and set of specified Evidence-based Practices (EBPs)

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short-term (system and practices)	SSIP Pilot Schools have improved access to up-to-date resources to support implementation efforts	<ul style="list-style-type: none"> • <i>To what extent are State-developed products—including guidelines, instruments, e-learning modules, and e-resources related to MTSS, EBPs, and data-based decision making—used by SSIP Pilot Schools?</i> • <i>Are State-developed products well received by schools? Are schools satisfied with the quality, relevance, and usefulness of these products?</i> 	All SSIP Pilot Schools record regular access to web-based platform as documented by system user reports All SSIP Pilot Schools report satisfaction with products and resources provided by the state	Review computer generated user reports Conduct surveys, interviews with school leaders, staff	December 2017, June 2018 and annually thereafter
Short-term (system and practices)	SSIP Pilot Schools have increased utilization of products and resources				
Intermediate (systems and practices)	There is improved infrastructure to support implementation of the integrated, culturally and linguistically responsive MTSS framework at SSIP Pilot Schools	<ul style="list-style-type: none"> • <i>Have State-developed products contributed to improved outcomes for educators including</i> <ol style="list-style-type: none"> <i>increased knowledge of the MTSS framework;</i> <i>increased understanding of EBPs to support literacy, SEL, culturally responsive education (CRE), and SDI;</i> <i>increased understanding of how to use formative assessment data to inform instructional decision making; and,</i> <i>increased implementation of MTSS, EBPs, and data-based decision making?</i> 	90% of SSIP pilot school staff/building level MTSS Integrated Intervention Team members report product use has had positive impacts on knowledge and practices	Conduct surveys, interviews with local MTSS Integrated Intervention Team members, school leaders, coaches and staff	June 2018 and annually thereafter
Long term (system)	In the LEAs where the SSIP was piloted, there is district-wide adoption of the integrated, culturally and linguistically responsive MTSS framework and set of specified EBPs	<ul style="list-style-type: none"> • <i>Have State-developed products helped SSIP Pilot Schools make progress toward meeting goals/projected outcomes for K-5 students with learning disabilities?</i> • <i>As a result of State-developed products, have targeted LEAs adopted the MTSS framework, district-wide?</i> 	80% of SSIP pilot school leaders, regional leaders, and members of MTSS Integrated Intervention Teams report product use has had positive impacts on student outcomes	Conduct surveys, interviews with regional leaders, MTSS Integrated Intervention Team members, school leaders, coaches and staff	Fall 2019

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

III. Professional Development

A. Broad Improvement Strategy #3

Create a model of professional development and technical assistance that is targeted, integrated, systematic and comprehensive.

B. Key State Initiatives and/or Resources that Align with the Improvement Activity*

- NYSED-funded TA Centers on PBIS/RTI/Disproportionality/Parent Centers, RSE-TASC Specialists, RTI PD Teams
- State Performance Plan (SPP)/Annual Performance Report (APR)
- SPDG
- MTSS State Leadership Team

*For a full description of these resources, please refer to SSIP Phase I (<http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf)

C. Barriers

What Barriers Have Been Identified?	How Will Barriers Be Addressed?
<ul style="list-style-type: none"> • Inconsistent communication and integration across TA Centers • Multiple LEA obligations • Inconsistent alignment of PD and TA • Lack of resources to support implementation of Rtl in targeted schools • Inconsistent use/application of training materials, fidelity measures, and progress monitoring 	<ul style="list-style-type: none"> • TA Centers will participate in the MTSS State Leadership Team • Use of a memorandum of understanding (MOU) • Integrated Intervention Teams • Apply for the 2017 SPDG • Fidelity coaching by the TA Centers as well as use of a MOU

D. Improving Infrastructure and/or Practice

i. Is this broad improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ✓	Fiscal Resources ✓	Quality Standards ✓	Data Systems ✓
Professional Development ✓	Technical Assistance ✓	Accountability and Monitoring ✓	

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ii. Is this broad improvement strategy intended to directly improve teachers’ practices in assessment, instructional planning and teaching?

Yes ✓	No
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E. Stakeholders

The following stakeholders will play key roles in the implementation of the broad improvement strategy:

NYSED	PD/TA Providers	LEAs	Teachers
<ul style="list-style-type: none"> Office of Special Education Office of Information and Reporting Services Office of Accountability Office of Student Support Services Office of Curriculum and Instruction Office of Bilingual Education and World Language Studies Office of Early Learning Office of State Assessment 	<ul style="list-style-type: none"> PBIS TAC RTI TAC TAC-D RSE-TASC SE Parent Centers PLC Rtl Specialist (SPDG) 	19 Schools (to be designated)	MTSS School Level Team <ul style="list-style-type: none"> Team Leader District Level Representative Principal General Education Teacher(s) Special Education Teacher(s) School Psychologist School Counselor Literacy/PBIS Coach Speech Language Pathologist

F. Improvement Plan

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected timeline for completion	How other State offices and agencies will be involved
		State	Local					
State provides ongoing training for Regional TAC specialists on the Integrated Intervention Teams		X	X	Schedule training dates for Integrated Intervention Teams to meet with MTSS Content Partnership	Documents, resources, and tools shared by Content Partnership team	PD TA Networks	By the end of August 2017	MTSS SLT will provide oversight and direction

New York State: State Systemic Improvement Plan (SSIP) – Phase III

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Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected timeline for completion	How other State offices and agencies will be involved
		State	Local					
Integrated Intervention Teams provide professional learning opportunities to SSIP Pilot Schools in systems improvement,			X	Schedule training dates for Integrated Intervention Teams to provide PD to SSIP Pilot School teams	Documents, resources, and tools utilized by Integrated Intervention Teams	PD TA Networks	By the end of August 2017	MTSS SLT will provide oversight and direction
Integrated Intervention Teams provide professional learning opportunities to SSIP Pilot Schools in specified, evidenced-based practices			X	Schedule training dates for Integrated Intervention Teams to provide PD to SSIP Pilot School teams	Documents, resources, and tools utilized by Integrated Intervention Teams	PD TA Networks	By the end of August 2017	MTSS SLT will provide oversight and direction
Integrated Intervention Teams provide professional learning opportunities to SSIP Pilot Schools in Data-based decision-making			X	Schedule training dates for Integrated Intervention Teams to provide PD to SSIP Pilot School teams	Documents, resources, and tools utilized by Integrated Intervention Teams	PD TA Networks	By the end of August 2017	MTSS SLT will provide oversight and direction

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Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected timeline for completion	How other State offices and agencies will be involved
		State	Local					
Integrated Intervention Teams provide follow-up, on-site technical assistance, professional development, and coaching			X	Schedule dates for Integrated Intervention Teams to provide follow up PD, TA and coaching to SSIP Pilot School teams	Documents, resources, and tools utilized by Integrated Intervention Teams	PD TA Networks	Ongoing through 2017-18 School Year	MTSS SLT will provide oversight and direction
NYSED implements a Leadership Institute for SSIP Pilot Schools' leaders		X	X	<ul style="list-style-type: none"> Identify and invite participants Schedule dates for Leadership Institute 	Meeting Space Documents, resources, and tools shared by MTSS Content Partnership	PD TA Networks	By the end of August 2017	MTSS SLT will provide oversight and direction

G. Evaluation of Improvement Strategy Implementation

Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
Members on the MTSS Integrated Intervention Teams have received the scheduled, specialized training in the identified priority areas to support school level leaders and practitioners	Review: MTSS Content Partnerships' training plans, event schedules, agendas, curriculum, session evaluations Review: Online training sessions, follow-up procedures/communications; conduct participant survey Observe: State TAC Network PD training events, conduct participant surveys, interviews	Ongoing through June 2018 <i>PD/TA plans updated annually after review</i>
SSIP Pilot Schools' staff have received the scheduled training in system improvement and team-building to develop capacity to implement the Integrated MTSS framework	Review: Regional TAC Network's and MTSS Integrated Intervention Team's PD plans, event schedules, meeting agendas, minutes, curriculum, session evaluations	Ongoing through June 2018 <i>PD/TA plans updated</i>

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Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
SSIP Pilot Schools' staff have received the scheduled training on implementing State-specified EBPs in literacy, behavior, social emotional development and learning (SEDL), school climate, CRE, and SDI	Review: Online training sessions, follow-up procedures/communications; conduct participant survey Observe: Regional TAC Network PD training events, conduct participant surveys, interviews	<i>annually after review</i>
SSIP Pilot Schools' staff have received the scheduled training in using screening and benchmark assessment tools, progress monitoring and data-based decision making		
SSIP Pilot Schools' staff have received timely, regular follow-up, onsite TA, PD and coaching, as needed	Review: Regional MTSS Integrated Implementation Team Specialists' Quarterly Status Reports, monitoring plans, site visit schedules, protocols Observe: Regional MTSS Integrated Implementation Team specialists' site visits, onsite training events for staff; conduct participant surveys, interviews	Ongoing through June 2018 <i>PD/coaching plans updated regularly after review</i>
SSIP Pilot School leaders have received the scheduled training through the Leadership Institute in facilitating implementation of the Integrated MTSS framework	Review: MTSS Content Partnerships' and State TACs' PD plans for Leadership Institute, event schedule, curriculum Observe: Leadership Institute training event(s), conduct participant surveys, interviews	Ongoing through June 2018 <i>PD/TA plans updated annually after review</i>

H. Intended Outcomes

Type of Outcome	Outcome Description
Short term (system)	There is increased efficacy and coordination of onsite PD/TA services provided to SSIP Pilot Schools by Regional TAC Network specialists
Short term (system)	SSIP Pilot Schools' staff and leaders have an increased collective understanding of the Integrated MTSS framework
Short term (practice)	There is increased co-planning and collaborative activity between general education teachers and special education teachers at SSIP Pilot Schools
Short term (practice)	There is increased capacity of leaders and staff at SSIP Pilot Schools to implement EBPs with fidelity to support literacy, behavior, SEL, and SDI through a culturally and linguistically responsive lens
Short term (practice)	There is increased capacity of school leaders and staff at SSIP Pilot Schools to use formative assessment and progress monitoring tools and data to inform decisions on programming, teacher practice, and student performance
Short term (system)	SSIP Pilot Schools' staff and leaders have increased feelings of satisfaction with the quality, relevance, and efficacy of PD/TA provided by the Regional TAC Network specialists
Intermediate (system)	There is increased capacity of MTSS Integrated Intervention Teams to sustain and scale up support
Intermediate (system)	There is an increased organizational capacity and improved infrastructure to support implementation of the integrated, culturally and linguistically responsive MTSS framework at SSIP Pilot Schools

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Type of Outcome	Outcome Description
Intermediate (practice)	SSIP Pilot Schools' staff and leaders have increased fidelity implementation of the Integrated MTSS framework
Intermediate (practice)	SSIP Pilot Schools' teachers have increased fidelity implementation of EBPs in literacy, behavior, SEDL, and SDI
Intermediate (practice)	SSIP Pilot Schools' have increased their use of data for decision making in the identified priority areas
Intermediate (student)	K-5 students with learning disabilities at SSIP Pilot Schools have increased engagement toward school
Intermediate (student)	K-5 students with learning disabilities at SSIP Pilot Schools increase their performance level on specified benchmark assessments
Long term (system)	In LEAs where the SSIP was piloted, there is district-wide adoption of the Integrated MTSS framework
Long term (system)	There is an increased percentage of students with learning disabilities who remain in their classrooms for core instruction within the SSIP Pilot Schools
Long term (system)	K-5 students with learning disabilities improve their progress in the general education curriculum within the SSIP Pilot Schools

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short term (system)	There is increased efficacy and coordination of on-site PD/TA services provided to SSIP Pilot Schools by Regional TAC Network specialists	<ul style="list-style-type: none"> Are the TA/PD activities better coordinated to address local needs? Do the activities collectively reinforce one another? 	All Regional Coordinators report improved coordination of TA/PD activities	Regional Coordinator Survey	Spring 2018, and each Spring thereafter
Short term (system)	SSIP Pilot Schools' staff and leaders have an increased collective understanding of the Integrated MTSS framework	<ul style="list-style-type: none"> What changes in knowledge and skills have occurred among educators as a result of their participation in State-provided TA/PD and follow-up activities? 	Practitioners report increased knowledge and skills as a result of TA/PD: <ul style="list-style-type: none"> 80% implementation of MTSS framework 75% use of evidence-based practices to support literacy, SEDL and behavior, SDI, CRE 80% ability to identify and evaluate EBPs 80% ability to use formative assessment data 	Pre-Post PD/TA Event Participant Knowledge Survey MTSS Building level Design Team Survey Teacher Survey	September 2017 thru June 2018 Spring 2018, and each Spring thereafter

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Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short term (practice)	There is increased co-planning and collaborative activity between general education teachers and special education teachers at SSIP Pilot Schools	<ul style="list-style-type: none"> As a result of State-provided TA/PD and follow-up activities, have general and special education teachers increased their understanding of/ability to use collaborative strategies to facilitate communication and joint instructional planning to meet the needs of students with learning disabilities? 	80% of teachers report increased understanding and use of collaborative strategies including planning strategies	Pre-Post PD/TA Event Participant Knowledge Survey MTSS Building level Design Team Survey Teacher Survey	September 2017 thru June 2018 Spring 2018, and each Spring thereafter
Short term (practice)	There is increased capacity of school leaders and staff at SSIP Pilot Schools to implement EBPs with fidelity to support literacy, behavior, SEDL, and SDI through a culturally and linguistically responsive lens	<ul style="list-style-type: none"> Do practitioners implement the practices as intended? Are LEAs/schools satisfied with the quality, relevance, and usefulness of TA/PD activities? What TA/PD activities are perceived as most/least valuable in building LEA/school capacity to implement MTSS, EBPs, and data-based decision making? 	75% of practitioners report implementing the core practices of EBPs with fidelity	EBP Self-Assessment completed (online) bi-weekly	October 2017 thru June 2018
Short term (practice)	There is increased capacity of school leaders and staff at SSIP Pilot Schools to use formative assessment and progress monitoring tools and data to inform decisions on programming, teacher practice, and student performance	<ul style="list-style-type: none"> To what extent are school leaders and staff using formative assessment and progress monitoring tools and data to inform decisions on programming, teacher practice, and student performance? 	80% of practitioners report using formative assessment/progress monitoring tools and results to inform programming, practice and student performance decision making	MTSS Building level Design Team Survey Teacher Survey	Spring 2018, and each Spring thereafter
Short term (system)	SSIP Pilot Schools' staff and leaders have increased feelings of satisfaction with the quality, relevance, and efficacy of PD/TA provided by the Regional TAC Network specialists	<ul style="list-style-type: none"> Is the staff at SSIP Pilot Schools satisfied with the quality, relevance, and efficacy of PD/TA activities? 	85% of staff indicate satisfaction with PD/TA activities	Post PD/TA Event Participant Knowledge Survey Central Office Staff Interview MTSS Building level Design Team Survey	September 2017 - June 2018 Spring 2018, and each Spring thereafter
Intermediate (system)	There is increased capacity of MTSS Integrated Intervention Teams to sustain and scale up support	<ul style="list-style-type: none"> What changes in capacity have occurred within the regional teams of specialists and service providers, and the communities of practice within them, as a result of their participation in SSIP-related PD/TA and follow-up activities? Specifically, have regional specialists <ol style="list-style-type: none"> increased their understanding of/ability to implement an integrated MTSS framework? 	80% of regional specialists will increase their understanding of/ability to implement an integrated MTSS Framework 80% of regional specialists will increase their understanding of EBPs to	MTSS Self-Assessment (completed online) bi-weekly EBP Self-Assessment completed (online) bi-weekly	October 2017 - June 2018

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Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
		<i>b) increased their understanding of evidence-based practices (EBPs) to support literacy, SEL, CRE, and SDI?</i>	support literacy		
Intermediate (system)	There is an increased organizational capacity and improved infrastructure to support implementation of the Integrated MTSS framework at SSIP Pilot Schools	<ul style="list-style-type: none"> • <i>What changes in capacity have occurred among SSIP Pilot Schools, and the communities of practice within them, as a result of their participation in SSIP-related PD/TA and follow-up activities? Specifically,</i> <ol style="list-style-type: none"> <i>Have schools developed the necessary infrastructure to support, scale-up, and sustain MTSS implementation? Implementation of EBPs?</i> <i>Are building-level teams better equipped with knowledge and resources to manage the operational MTSS?</i> <i>Are general and special education teachers more frequently engaged in collaborative instructional planning and decision making?</i> 	<p>All LEAs where the SSIP is piloted report improved district-wide infrastructure to support MTSS implementation</p> <p>90% of schools report improved infrastructure to support MTSS implementation</p> <p>All LEAs report improved district-wide infrastructure to support EBPs implementation</p> <p>90% of schools report improved infrastructure to support EBPs implementation</p>	<p>Central Office Staff Interview</p> <p>MTSS School Level Design Team Survey</p> <p>Central Office Staff Interview</p> <p>MTSS School Level Design Team Survey</p>	<p>Spring 2018, and each Spring thereafter</p>
Intermediate (practice)	SSIP Pilot Schools' staff and leaders have increased fidelity implementation of the Integrated MTSS framework	<ul style="list-style-type: none"> • <i>What changes in practice have occurred among SSIP Pilot Schools and educators as a result of their participation in MTSS-related TA/PD and follow-up activities? Have teachers increased their implementation of core components of the Integrated MTSS framework? With fidelity?</i> 	75% of practitioners report implementing MTSS core components with fidelity	MTSS Self-Assessment (completed online) bi-weekly	October 2017 - June 2018
Intermediate (practice)	SSIP Pilot Schools' teachers have increased fidelity implementation of specified EBPs in literacy, behavior, SEDL, and SDI	<ul style="list-style-type: none"> • <i>What changes in practice have occurred among SSIP Pilot Schools and educators as a result of their participation in EBP-related TA/PD and follow-up activities? Have teachers increased their implementation of EBPs? With fidelity?</i> 	75% of practitioners report implementing EBPs core components with fidelity	EBP Self-Assessment completed (online) bi-weekly	October 2017 - June 2018
Intermediate (practice)	SSIP Pilot Schools' have increased their use of data for decision making in the identified priority areas	<ul style="list-style-type: none"> • <i>What changes in data usage have occurred in schools as a result of their participation in assessment/data-related TA/PD and follow-up activities?</i> • <i>What factors promote/impede fidelity implementation of MTSS, EBPs, and data-based decision making?</i> 	80% of practitioners report using formative assessment/PM tools and results to inform decision making	Teacher Survey	Spring 2018, and each Spring thereafter

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Intermediate (student)	K-5 students with learning disabilities at SSIP Pilot Schools have increased engagement toward school	<ul style="list-style-type: none"> • <i>What changes have occurred in K-5 students with learning disabilities' academic attitudes/behavior as a result of their school's participation in state-provided TA/PD and follow-up activities? Specifically, have students in SSIP Pilot Schools improved their:</i> <ol style="list-style-type: none"> <i>School attendance and overall engagement in school activities?</i> <i>Attitudes towards school and enthusiasm for learning?</i> <i>Learning strategies (e.g., goal setting, use of time, organization/planning)?</i> <i>Performance on benchmark assessments?</i> 	80% of K-5 students with learning disabilities will demonstrate increased ELA performance on benchmark assessments	Standardized Benchmark Assessment Tool administered every 8-10 weeks	October 2017 - June 2018
Intermediate (student)	K-5 students with learning disabilities at SSIP Pilot Schools increase their performance level on specified benchmark assessments		80% of 3-5 students with learning disabilities will demonstrate increased ELA performance on NYS State Assessments	NYS ELA Assessment	March and May 2018
			All K-5 students with learning disabilities with daily attendance rates below 90% will increase their attendance	Review of attendance records	Spring 2018 and each spring thereafter
Long term (system)	In LEAs where the SSIP was piloted, there is district-wide adoption of the Integrated MTSS framework	<ul style="list-style-type: none"> • <i>As a result of State-provided TA/PD and follow-up activities, have LEAs where the SSIP was piloted adopted the Integrated MTSS framework, district-wide?</i> 	All LEAs where the SSIP was piloted have adopted the Integrated MTSS framework district-wide	Central Office Staff Interview Review of district-level policies and procedures concerning MTSS implementation	Fall 2019
Long term (system)	There is an increased percentage of students with learning disabilities who remain in their classrooms for core instruction within the SSIP Pilot Schools	<ul style="list-style-type: none"> • <i>What changes have occurred in K-5 students at SSIP Pilot Schools with learning disabilities' overall learning as a result of their schools' participation in State-provided TA/PD and follow-up activities? Specifically,</i> <ol style="list-style-type: none"> <i>Has there been an increase in the percentage of time K-5 students with learning disabilities remain in their classrooms for core instruction?</i> <i>Have K-5 students with learning disabilities progressed in the general education curriculum?</i> <i>Has there been a narrowing of the performance gap between K-5 students with learning disabilities and their general education peers?</i> 	All K-5 students with learning disabilities with less than 60% of time spent in the regular classroom at baseline will increase time in the regular classroom for core instruction	Review of class enrollment and LRE school data	Fall 2019
Long term (system)	K-5 students with learning disabilities improve their progress in the general education curriculum within the SSIP Pilot Schools		90% of K-5 students with learning disabilities have increased their progress in the general education curriculum		

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

IV. Needs Assessment

A. Broad Improvement Strategy #4

Develop a needs assessment/monitoring process that informs measurement of implementation fidelity within the integrated MTSS framework and provides immediate feedback to teams and practitioners.

B. Key State Initiatives and/or Resources that Align with the Improvement Activity*

- RSE-TASC Walk-through Tool
- DTSDE Process
- Quality Improvement Process (QIP)

*For a full description of these resources, please refer to SSIP Phase I (<http://www.p12.nysed.gov/specialed/spp/2015/ny-SSIP-2015-indicator-17-report.pdf>) and Phase II (http://www.p12.nysed.gov/specialed/spp/documents/NYSSSIPPhaseIIReportMarch2016_000.pdf)

C. Barriers

What Barriers Have Been Identified?	How Will Barriers Be Addressed?
<ul style="list-style-type: none"> • Inconsistent communication and integration across TA Centers • Variations in needs assessments and quality improvement plans • Lack of resources to support implementation of Rtl in targeted schools • Inconsistent use of fidelity measures and progress monitoring 	<ul style="list-style-type: none"> • TA Centers will participate in the MTSS Leadership Team • MTSS State Leadership Team will direct development and use of aligned needs assessments and monitoring protocols by Integrated Intervention Teams • Apply for the 2017 SPDG • More consistent use of fidelity coaching by the TA Centers, as well as use of an MOU

D. Improving Infrastructure and/or Practice

i. Is this broad improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ✓	Fiscal Resources ✓	Quality Standards	Data Systems ✓
Professional Development ✓	Technical Assistance ✓	Accountability and Monitoring ✓	

ii. Is this broad improvement strategy intended to directly improve teachers' practices in assessment, instructional planning and teaching?

Yes	No ✓
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SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

E. Stakeholders

The following stakeholders will play key roles in the implementation of the broad improvement strategy:

NYSED	PD/TA Providers	LEAs	Teachers
<ul style="list-style-type: none"> Office of Special Education Office of Information and Reporting Services 	<ul style="list-style-type: none"> PBIS TAC RTI TAC TAC-D RSE-TASC SE Parent Centers PLC RTI Specialist (SPDG) 	19 Schools (to be designated)	MTSS School Level Team <ul style="list-style-type: none"> Team Leader District Level Representative Principal General Education Teacher(s) Special Education Teacher(s) School Psychologist School Counselor Literacy/PBIS Coach Speech Language Pathologist

F. Improvement Plan

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for Completion	How Other State Offices and Agencies will be Involved
		State	Local					
Assess targeted schools' level of implementation of the integrated, culturally and linguistically responsive MTSS and specified EBPs			X	SSIP Pilot Schools participate in formal/informal needs assessment and MTSS and EBP implementation preparation activities	Needs Assessment	NYSED PD/TA Networks	End of October 2017	MTSS SLT will provide oversight of activities

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for Completion	How Other State Offices and Agencies will be Involved
		State	Local					
Use standardized procedures and current practices to analyze, review, and monitor SSIP Pilot Schools' instructional programs/practices			X	SSIP Pilot Schools update their comprehensive plans to include goals for addressing root causes and improving results for students with learning disabilities, Grades K-5	Updated Comprehensive Plans	Integrated Intervention Team SSIP Pilot Schools	End of December 2017	MTSS SLT will provide oversight of activities
Evaluate the quality and effectiveness of ongoing professional learning efforts			X	Internal evaluation activities are conducted to determine participant satisfaction with professional learning efforts and the impact of these efforts on local practice	Participant evaluations, baseline data, fidelity measures and outcome data	Integrated Intervention Team Targeted LEAs	Quarterly through June 2018	MTSS SLT will provide oversight of activities

G. Evaluation of Improvement Strategy Implementation

Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
SSIP Pilot Schools have completed a needs assessment of level of implementation of the Integrated MTSS framework and specified EPBs in the content areas of literacy, behavior, SEDL, and SDI through a culturally and linguistically responsive lens	Review: Reports submitted to the MTSS State Leadership Team (SLT)	December 31, 2017
SSIP Pilot Schools have updated their comprehensive plans to include needs assessment results and improvement strategies (EBPs) within the Integrated MTSS framework	Review: Reports submitted to the MTSS SLT; briefs distributed to MTSS Content Partnerships and MTSS Integrated Intervention Teams	December 31, 2017
SSIP Pilot Schools have conducted internal evaluation activities to assess leaders' and staff members' satisfaction with the ongoing PD/TA learning activities and their impact on implementation of practices	Review: Methods and results of internal evaluations Results co-analyzed by MTSS Integrated Intervention Teams and MTSS Content Partnerships	Ongoing through June 30, 2018

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

H. Intended Outcomes

Type of Outcome	Outcome Description
Short-term (practice)	SSIP Pilot Schools' improvement plans have increased alignment with State priorities and standards of practice related to the Integrated MTSS framework
Intermediate (practice)	SSIP Pilot Schools make progress toward achieving benchmark targets for K-5 students with learning disabilities as outlined in the updated School Comprehensive Education Plan (SCEP)
Long-term (practice)	SSIP Pilot Schools achieve goals/projected outcomes for K-5 students with learning disabilities as outlined in the updated School Comprehensive Education Plan (SCEP)

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short-term (practice)	SSIP Pilot Schools improvement plans have increased alignment with State priorities and standards of practice related to the Integrated MTSS framework	<ul style="list-style-type: none"> How do State priorities, supports and services align with school needs? What gaps in readiness/need must be addressed for schools to move forward and achieve expected outcomes for educators (e.g., improved knowledge/skills, improved levels of EBP implementation) and students (e.g., improved achievement)? 	90% of SSIP Pilot Schools' improvement plans (needs and improvement strategies) demonstrate increased alignment with NYS priorities and standards of practice related to the Integrated MTSS framework	MTSS School Improvement Plan Rubric	September and June for duration of SSIP initiative
Intermediate (practice)	SSIP Pilot Schools make progress toward achieving benchmark targets for K-5 students with learning disabilities as outlined in the updated SCEP	<ul style="list-style-type: none"> Have SSIP Pilot Schools made progress toward meeting updated goals/projected outcomes for K-5 students with learning disabilities? Have schools updated their comprehensive plans to include goals for addressing root causes and improving results for K-5 students with learning disabilities? 	90% of SSIP Pilot Schools' K-5 students with learning disabilities make progress toward performance targets on benchmark assessments	Standardized Benchmark Assessment Tool administered every 8-10 weeks	October 2017 – June 2018

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Long-term (practice)	SSIP Pilot Schools achieve goals/ projected outcomes for K-5 students with learning disabilities as outlined in the updated SCEP	<ul style="list-style-type: none"> Have SSIP Pilot Schools improved their achievement/accountability standing? Has there been a narrowing of the achievement gap between SSIP Pilot Schools and other similar NY schools? 	<p>80% of SSIP Pilot Schools improve their accountability standing</p> <p>75% of SSIP Pilot Schools narrow achievement gap with similar NYS schools</p>	<p>New York State Office of Accountability ranking of SSIP Pilot Schools based on NY’s ESSA approved accountability plan</p> <p>Review of NYS ELA results by Need/ Resource categories</p>	Annually, August-September 2018

V. Information Dissemination and Community Engagement

A. Broad Improvement Strategy #5

Develop an Information Dissemination and Community Engagement plan that includes both horizontal and vertical communication loops across stakeholders.

B. Key State Initiatives and/or Resources that Align with the Improvement Activity*

- Special Education Parent Centers, TAC-D, RSE-TASC, PBIS TAC, RTI TAC, NYSED Offices
- MTSS State Leadership Team
- SSIP Stakeholder Groups

*For a full description of these resources, please refer to SSIP Phase I (<http://www.p12.nysed.gov/specialed/spp/2015/ny-ssip-2015-indicator-17-report.pdf>) and Phase II (http://www.p12.nysed.gov/specialed/spp/documents/NYSSIPPhaseIIReportMarch2016_000.pdf)

C. Barriers

What Barriers Have Been Identified?	How Will Barriers Be Addressed?
<ul style="list-style-type: none"> • Lack a clearly identified, integrated and well utilized communication plan across NYSED Offices in regard to MTSS • Inconsistent communication and integration across TA Centers 	<ul style="list-style-type: none"> • NYSED Offices will participate in the MTSS State Leadership Team • TA Centers will participate in the MTSS State Leadership Team

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

D. Improving Infrastructure and/or Practice

i. Is this broad improvement strategy intended to improve one or more infrastructure components? If so, check all that apply.

Governance ✓	Fiscal Resources	Quality Standards	Data Systems
Professional Development ✓	Technical Assistance ✓	Accountability and Monitoring	

ii. Is this broad improvement strategy intended to directly improve teachers' practices in assessment, instructional planning and teaching?

Yes	No ✓
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E. Stakeholders

The following stakeholders will play key roles in the implementation of the broad improvement strategy:

NYSED	PD/TA Providers	LEAs	Teachers
<ul style="list-style-type: none"> • Office of Special Education • Office of Information and Reporting Services • Office of Accountability • Office of Student Support Services • Office of Curriculum and Instruction • Office of Bilingual Education and World Language Studies • Office of Early Learning • Office of State Assessment 	<ul style="list-style-type: none"> • PBIS TAC • RTI TAC • TAC-D • RSE-TASC • Parent Centers • PLC • RTI Specialist (SPDG) 	19 Schools (to be designated)	MTSS School Level Team <ul style="list-style-type: none"> • Team Leader • District Level Representative • Principal • General Education Teacher(s) • Special Education Teacher(s) • School Psychologist • School Counselor • Literacy/PBIS Coach • Speech Language Pathologist

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

F. Improvement Plan

Activities to Meet Outcomes	High Priority	Systems Level		Steps to Implement Activities	Resources Needed	Who is Responsible	Projected Timeline for Completion	How Other State Offices and Agencies will be Involved
		State	Local					
Expand knowledge of EBPs by disseminating information/resources to SSIP Pilot Schools and parents about what works to support literacy, SEDL, SDI, and system improvement	X	X	X	SSIP Pilot Schools, parents, and key stakeholder groups receive information and resources	Publications, presentations, social media, reports/research briefs	NYSED and/or its PD/TA Networks	Ongoing through June 2018	MTSS SLT will provide oversight and coordination of activities
Engage parents and the community in SSIP Pilot Schools through development of toolkits, workshops and other activities	X		X	Regional training workshops for parents are conducted Development of toolkits for families	Parent and Community Workshops for targeted LEA's	NYSED PD/TA Networks	Ongoing through June 2018	MTSS SLT will provide oversight and coordination of activities

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

G. Evaluation of Improvement Strategy Implementation

Performance Indicator	Measurement/Data Collection Methods	Projected Timeline for Completion
An Organizational Plan has been created and submitted to the MTSS SLT, establishing the critical elements for a successful parent engagement program	Review: MTSS SLT activities to establish parent engagement plan; agendas and meeting minutes; communications with parent groups	August 31, 2017
Information and resources have been disseminated in accordance with the Organizational Plan to SSIP Pilot Schools, parents, and key stakeholder groups in accessible formats and multiple languages	Review: Quarterly Status reports from MTSS Integrated Intervention Teams and MTSS Content Partnership.	June 30, 2018
Workshops have been conducted in accordance with the Organizational Plan for parents and community members within the SSIP Pilot Schools/local communities	Review: Workshop schedule, attendance counts, session evaluations	June 30, 2018

H. Intended Outcomes

Type of Outcome	Outcome Description
Short-term (system and family)	Increased participation of parents from the SSIP Pilot Schools in developing a system of engagement within their schools, district and region
Short-term (system and family)	Increased parent/community awareness and understanding of the Integrated MTSS framework, and the specified EBPs
Short-term (family)	Increased satisfaction of parents/community members from the SSIP Pilot Schools with communications and training events
Intermediate (family)	Increased participation of parents/community members from SSIP Pilot Schools in literacy trainings for adult learners
Intermediate (family)	Increased involvement/engagement of parents of all cultural and linguistic backgrounds in the special education process, and in school activities and decision making in SSIP Pilot School communities

I. Evaluation of Intended Outcomes

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short-term (system and family)	Increased participation of parents from SSIP Pilot Schools in developing a system of engagement within their schools, district and region	<ul style="list-style-type: none"> To what extent have parents from SSIP Pilot Schools been involved in developing the system of engagement? 	60% survey response rate of parents at SSIP Pilot Schools Three parents from SSIP Pilot Schools are members of advisory committees	Parent surveys Committee member rosters Meeting attendance Meeting minutes	June 2018 and annually thereafter

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
Short-term (system and family)	Increased parent/community awareness and understanding of the Integrated MTSS framework, and the specified EBPs	<ul style="list-style-type: none"> What supports and services are provided to families and community members to build commitment to SSIP-related initiatives/priorities? What communication strategies (e.g., school bulletins, social media messages) have been used to disseminate information to parents and community members? Were they successful? 	<p>Information pack was sent to all SSIP Pilot School parents/community members</p> <hr/> <p>15 parents/community members attended the local informational meeting/presentation</p> <hr/> <p>50% of parents report awareness of SSIP-related topics</p>	<p>Communications records</p> <p>Parent meeting attendance lists, agendas</p> <p>Parent surveys</p>	June 2018 and annually thereafter
Short-term (family)	Increased satisfaction of parents/community members from the SSIP Pilot Schools with communications, information-sharing events, and training events/workshops	<ul style="list-style-type: none"> Are State-provided supports and services well received by families and community members? Are families and community members satisfied with the quality, relevance, and usefulness of these services? 	55% of SSIP Pilot School parents/community members report satisfaction with communications, services and events	Parent surveys, interviews, focus groups	June 2018 and annually thereafter
Intermediate (family)	Increased participation of parents/community members from SSIP Pilot Schools in literacy trainings for adult learners	<ul style="list-style-type: none"> How many (what proportion) of families and community members from SSIP Pilot Schools participate in State-provided TA/PD workshops on SSIP-related initiatives/priorities? 	15% of parents/community members from SSIP Pilot Schools attend workshops	Workshop attendance reports	June 2018 and annually thereafter
Intermediate (family)	Increased involvement/engagement of parents of all cultural and linguistic backgrounds in the special education process, and in school activities and decision making in SSIP pilot school communities	<ul style="list-style-type: none"> As a result of State-provided supports and services, have families and community members increased their involvement/engagement in the special education process and school activities/decision making? Have State-provided supports and services contributed to improved knowledge/skills among families and community members relative to SSIP-related initiatives/priorities? Do families and 	<p>10% of parents/community members from SSIP Pilot Schools report participating annually in a meeting/info session/online forum related to improving Special Education</p> <hr/> <p>35% of parents/community members report having an improved understanding of the Integrated MTSS framework, and the Special Education system at their school</p> <hr/> <p>50% of parents report feeling</p>	Parent surveys, interviews, focus groups	Fall 2019

New York State: State Systemic Improvement Plan (SSIP) – Phase III

SiMR: For students classified as students with learning disabilities in SSIP Pilot Schools (Grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts (ELA) State Assessments.

Type of Outcome	Outcome Description	Evaluation Questions	Performance Indicator	Measurement/Data Collection	Timeline
		<i>community members have an improved understanding of special education processes and school activities/decision making?</i>	more included in decision-making		

Appendix

Acronym List

AIS	Academic Intervention Services
APR	Annual Performance Report
AT	Assistive Technology
BOCES	Boards of Cooperative Educational Services
BS	Behavior Specialists
BSES	Bilingual Special Education Specialists
CAP	Commissioner's Advisory Panel
CCLS	Common Core Learning Standards
CET	Community Engagement Team
CLEAD	Culturally, Linguistically, Economically, and Academically Diverse
CPSE	Committee on Preschool Special Education
CRE	Culturally Responsive Education
CSE	Committee on Special Education
DBDM	Data-based Decision Making
DTSDE	Diagnostic Tool for School and District Effectiveness
EBPs	Evidence-based Practices
ED	Emotional Disturbance
ELA	English Language Arts
ELL	English Language Learners
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FFY	Federal Fiscal Year
IDC	IDEA Data Center
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IHE	Institute of Higher Education
ISS	In-school Suspensions
LD	Learning Disabilities
LEA	Local Educational Agency

Acronym List

LRE	Least Restrictive Environment
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTSS	Multi-Tiered Systems of Support
MTSS Content Partnership	Communities of practice organized in three domains – Academic, Behavior, and Equity-tasked with designing, developing, and disseminating content and standards of practice for the State’s integrated, culturally and linguistically responsive model of MTSS
NCSI	National Center for Systemic Improvement
NDS	Nondistrict Specialists
NYC	New York City
NYS	New York State
NYSED	New York State Education Department
NYSSA	New York State Alternate Assessment
OBEWL	Office of Bilingual Education and World Languages
ODR	Office Disciplinary Referrals
OHI	Other Health Impairment
OSE	Office of Special Education
OSEP	Office of Special Education Programs
OSS	Out-of-school Suspensions
PBIS	Positive Behavioral Intervention and Supports
PD	Professional Development
PLC	Professional Learning Center
PTICs	Parent Training and Information Centers
QI	Quality Indicators
QIP	Quality Improvement Process
RSE-TASC	Regional Special Education Technical Assistance Support Centers
RSETS	Regional Special Education Training Specialists
Rtl	Response to Intervention
SCEP	School Comprehensive Education Plan
SCI	School Climate Index

Acronym List

SDI	Specially Designed Instruction
SE	Special Education
SEDL	Social-Emotional Development and Learning
SEL	Social-Emotional Learning
SEQA	Special Education Quality Assurance
SEGIS	Special Education School Improvement Specialists
SiMR	State-identified Measureable Result
SLI	Speech and Language Impairment
SLT	State Leadership Team (for SSIP implementation)
SPDG	School Personnel Development Grant
SPP	State Performance Plan
SSIP	State Systemic Improvement Plan
SWD	Students with Disabilities
TA	Technical Assistance
TAC	Technical Assistance Center
TAC-D	Technical Assistance Center on Disproportionality
TS	Transition Specialists
USDOE	United States Department of Education
VADIR	Violent and Disruptive Incident Reporting

January 17, 2017 SSIP Stakeholder Meeting

Exit Ticket Results¹

(comments are taken verbatim from stakeholder responses)

Publicly Support State-Identified Measureable Result: ✓ 32 (94%)	Cannot Publicly Support State-Identified Measureable Result: X 2 (6%)
<i>Comments</i>	<i>Comments</i>
Consider districts that will be participating in computer-based testing operational and how that might affect the SIMR	We need to specify subgroups as a part of SIMR. This is the only way to ensure equitable outcomes for all students. This way districts cannot pick and choose how to address root cause.
Yes I can live with the SIMR. However, I believe that this report & interventions should open their focus to how attendance, poverty, and family life impact learning and what supports can schools put in to address this.	I think the lack of specificity is a concern. What percentage?
When looking at root cause for LD, teams need to consider other subgroups (e.g., race/ethnicity, ELLs, economically disadvantaged, etc.)	
K-2 should be considered as part of the process especially since the SIMR is ELA focused.	
K-2 should also be considered. Beginning at Gr. 3 is too late.	
Be sure to include subgroups!	
Within the SIMR we need to make sure children of color are considered in all we do!	
Support with considerations: 1) If LD incidents drop due to better “true” diagnosis, students considered LD may exhibit lower scores by X%. 2) Progress of K-2 also essential, but 3-5 ok summative goal.	
Thank you!	
Should be looking at identification and support in grades K-2.	

¹ ✓ = I can live with the SIMR and publicly support it.

X = I cannot live with the SIMR and cannot publicly support it.

Any comments you want NYSED to know about the SIMR.

If X, please explain why you cannot live with the SIMR and cannot publicly support it.

Publicly Support State-Identified Measureable Result: ✓ 32 (94%)	Cannot Publicly Support State-Identified Measureable Result: X 2 (6%)
Don't forget it depends on K-2.	
Should we be considering/looking at K-2 as well? Starting at grade 3 is too late.	
Would do whatever I can to support publicly.	
Keep the spotlight on insuring SWDs receive the highest, rigorous, evidence-based instruction for their reading skills.	
Support even more if we have an intermediate student outcome measure that is based on a benchmarking tool that is sensitive and informing intermediate and K-2 student outcomes.	
Yes as long as we look at <u>ALL</u> subgroups.	
How are we putting into data, change in testing accommodations? Won't that help meet SIMR?	

Survey Questions for Stakeholders in Follow-up to December 9, 2017 State Systemic Improvement Plan (SSIP) Stakeholder Meeting

Role

1. What is your professional role?
2. What is your stakeholder role?

Agree or Disagree

3. This meeting was a good use of my time.
4. I had an opportunity to express my views.
5. My views were listened to and honored.
6. The meeting was aligned with the goals/purpose of the State Systemic Improvement Plan (SSIP).
7. The meeting was well organized and facilitated.
8. The meeting included opportunities for collaboration/open sharing of ideas.
9. The meeting stayed true to the agenda that was provided.

Additional Comments/Suggestions

10. Do you have any recommended changes for the structure/format for the next stakeholder meeting (scheduled for January 17, 2017) or additional comments/suggestions regarding our data and strategies discussions. **Should you require additional space to share your thoughts, please share via e-mail to lori.smart@nysed.gov

<https://www.surveymonkey.com/r/Preview/?sm=aX0nv6hhcVDH0QJRmpa6zIG4rX7JkHJWr0bC6jpWns0XuecGdOsZBmXeFGJTiatE>

Do you have any recommended changes for the structure/format for the next stakeholder meeting (scheduled for January 17, 2017) or additional comments/suggestions regarding our data and strategies discussion? ** Should you require additional space to share your thoughts, please share via email to

lori.smart@nysed.gov

(comments are taken verbatim from stakeholder responses)

Regarding the NYSED SSIP process in general: -TAC-D has to be invited to these type of meeting if the goal is for TAC-D to continue to have state-wide impact - It will be imperative that collaboration across technical assistance providers lead to greater alignment and demonstrate continuity to prevent conflicts in the support implemented in school districts. -NYSED based on SSIP plan to narrow its technical assistance efforts could work against the work of TAC-D that requires both breadth and depth. The issues regarding disproportionality and equity have become a systemic national issue that is best addressed when the vision is transformational and isolated. -NYSED SSIP state improvement plan did not have any indication that equity and culture responsive education mattered despite the disparate outcomes for the sub-groups included in the plan (this was also apparent in the special education blueprint published recently by NYSED). The intervention and strategies were not targeted nor aligned with ways to improve outcomes for the sub-groups included. -Based on the items above I am somewhat concerned that NYSED has not integrated the TAC-D framework into their own beliefs, policies and practices. For instance, if NYSED beliefs, policies and practices do not reinforce the work TAC-D engages many districts with, then districts will not remain committed to the work TAC-D is funded to support them with.

12/19/2016 7:21 PM

Continued clear cut expectations prior to the meeting and a clear sense of outcomes of the meeting

12/14/2016 11:12 AM

I felt the format used worked well for the group and was able to elicit the best responses.

12/13/2016 2:37 PM

Perhaps a clearer data set and agenda. The request to make sense and inferences about data that was limited and had too many possible explanations made it feel like I was guessing in a high stakes game. For me it is helpful to know what the desired outcome and some steps to achieve it are clearly outlined in advance. The positive working environment created by the organizers will help move the process forward.

12/13/2016 11:46 AM

Overall I think the meeting was great. I thought that we got a little bogged down in the data.

12/13/2016 10:08 AM

Given that much of the discussion was about 3-8 ELA assessment, it would have been beneficial to have representation from those who work on development of those assessment, not just NYSAA

12/13/2016 9:53 AM

It would be good to start later (after 10:30) so people from out of town don't have to stay overnight the night before. It might be useful to have more time for sharing ideas/strategies that work, even if they are not being done in the target districts or by NYSED. Also, you might also want some opportunity for more open discussion of how to narrow the focus of the SiMR -- that is, from the perspective of the assembled stakeholders, what would be the best use of the State's time and money?

12/13/2016 9:34 AM

Might be helpful to communicate clear specific expected outcomes for the afternoon session that using outcomes of morning meeting to move the work forward rather than repeat the work of the morning

12/13/2016 9:14 AM

The only change I would have made was the graphing activity where participants had to identify factors that were high impact/low effort and high impact/high effort. This could have been better explained for it confused many participants.

12/13/2016 9:12 AM

Request later start time of 10:30 am. Working group times felt a bit rushed.

12/13/2016 9:08 AM

What is Your Professional Role?

NYSED Employee	47.06% 8
School teacher or administrator	0.00% 0
Technical Assistance Center Personnel	29.41% 5
Non-Profit Organization	17.65 3
Responses Other (please specify)	15.88 1
Total	17

What is your stakeholder role?

Key Advisor- I was involved in the morning session of the stakeholder meeting.	41.18% 7
Core Team Member- I was involved in both the morning and afternoon sessions of the stakeholder meeting.	58.82% 10
Not Sure	0.00% 0
Total	17

This meeting was a good use of my time.

Agree	100.00% 17
Disagree	0.00% 0
Total	17

However, I would suggest that the data sets being used be expanded to include urban, suburban and rural districts with heterogenous and homogenous populations in various regions. We need to understand and discuss the context related to each data set before making decisions state-wide. In addition, it is important to examine the beliefs and backgrounds of the individuals analyzing and interpreting the data on December 9th before accepting their recommendations.

12/19/2016 7:15 PM

This session was very informative.

12/13/2016 2:36 PM

I wasn't sure if the data we had needed to identify root causes. I felt like I was just guessing....but maybe that was the intent.

12/13/2016 12:37 PM

The effort to examine data, coordinate efforts for improved student outcomes is extremely important. It was good to see representatives from various state stakeholders.

12/13/2016 11:40 AM

morning was; afternoon could have had a more clearly defined goal/outcome and been better facilitated to stay focused on the goal

12/13/2016 9:11 AM

As a core team member it was crucial to get input from the field to inform the SSIP

12/13/2016 9:09 AM

I had an opportunity to express my views.

Answer Choices	Responses
Agree	100.00% 17
Disagree	0.00% 0
Total	17

However there needs to be more time dedicated to different perspectives related to technical assistance and professional development or school improvement in general. The current perspective are both race and culture neutral in a system that disproportionately affect Black, Latino and Native American children. The lens used needs to be shifted to ensure the response is targeted and serves the needs of those who need it most.

12/19/2016 7:15 PM

Based on the questioning, I was able to express my views.

12/13/2016 2:36 PM

My views were listened to and honored.

Answer Choices	Responses
Agree	100.00% 17
Disagree	0.00% 0
Total	17

However my views were not well integrated into the plan moving forward. It is not a popular view, but one that is necessary if we want to address gaps on a state level with also having impact nationally.

12/19/2016 7:15 PM

Each response was listened to with intent and respectful of people's comments.

12/13/2016 2:36 PM

Very invested, professional group.

12/13/2016 11:40 AM

Not sure

12/13/2016 9:31 AM

The meeting achieved the purpose of providing initial opportunity for stakeholder feedback on Phase III of the SSIP.

Answer Choices	Responses
Agree	76.47% 13
Disagree	0.00% 0
Not Sure	23.53% 4
Total	17

Job well done. Thank you for the opportunity!
12/19/2016 7:15 PM

There was a lot of rich discussion and thought feedback was given.
12/13/2016 2:36 PM

The agenda/tasks and the data being analyzed were somewhat unclear. This made decision making difficult.
12/13/2016 11:40 AM

I would have liked to see more external stakeholders involved in the meeting.
12/13/2016 9:07 AM

The meeting was well organized and facilitated.

Answer Choices	Responses
Agree	88.24% 15
Disagree	11.76% 2
Total	17

The meeting was well structured and gave many opportunities for small group and large group sharing.
12/13/2016 2:36 PM

The organizers and presenters were very good and created a good working environment. Again, because so many inferences could have been made from the data and the task at hand (e.g., identifying patterns) was unclear (for me) I did not feel I was able to be as productive as I would have liked.
12/13/2016 11:40 AM

Per statement above, facilitation and activities of afternoon session could have been more targeted to accomplishing specific outcomes

12/13/2016 9:11 AM

You can tell that Anne Louise is familiar with the issues that NYS and other states are dealing with. I feel that as a State we were able to get significant input due to the facilitation.

12/13/2016 9:09 AM

The meeting included opportunities for collaboration/open sharing of ideas.

Answer Choices	Responses
Agree	100.00% 17
Disagree	0.00% 0
Total	17

Alot of sharing, but not a true opportunity for collaboration that will change some of the fragmentation amongst school improvement providers.

12/19/2016 7:15 PM

All of the activities maximized collaboration and sharing of thoughts.

12/13/2016 2:36 PM

The organizers as well as the participants were professional, invested and engaged.

12/13/2016 11:40 AM

The meeting stayed true to the agenda that was provided.

Answer Choices	Responses
Agree	94.12% 16
Disagree	0.00% 0
Not Sure	5.88% 1
Total	17

The meeting was on task and started and ended on time.

12/13/2016 2:36 PM

The agenda and purpose of some of the tasks were not entirely clear for me.

12/13/2016 11:40 AM