



New York State Education Department State Systemic Improvement Plan Phase III, Year 2

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Introduction to New York State's SSIP Phase III, Year 2

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 (EBP) 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. In 2016, after meeting with representatives from OSEP, technical assistance providers from the National Center on Systemic Improvement (NCSI), the Individuals with Disabilities Education Act (IDEA) Data Center, and a diverse group of stakeholders, NYSED refined its SiMR and improvement activities as part of its Phase III SSIP. NYSED's current SiMR is as follows:

For students classified as students with learning disabilities in SSIP Learning Sites (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.

As described in NYSED's SSIP, Phase III, Year 1 report, NYSED refined the SSIP Theory of Action to support the revised SiMR. The refined Theory of Action (See Appendix L) supports strands of action in the areas of collaboration, technical assistance, leadership, support for struggling schools, and evaluation for selected school districts to:

- receive consistent aligned messages and support in improving outcomes for students with disabilities;
- participate in professional development and technical assistance designed to improve equitable student outcomes;
- model and provide information to staff about change strategies to improve instruction in schools;
- receive information and resources to support the selected SSIP Pilot Schools (Learning Sites) in establishing and implementing an integrated, culturally and linguistically responsive Multi-Tiered Systems of Support (MTSS) framework; and
- adjust systems and practices as informed by fidelity measures and student outcomes.

The State's priorities for SSIP Phase III, Year 2 were to:

- Utilize frameworks and best practices from Implementation Science to strengthen and clarify the vision of the SSIP, with an initial focus on building sustainable



teaming structures and communication systems and developing implementation capacity at each level of the system.

- Define NYS's model for an integrated, culturally and linguistically responsive framework of MTSS.
- Engage in Exploration and Installation Stage Activities at the State, regional and local levels to create readiness and set the stage for implementation of the Usable Innovation MTSS in SSIP Phase III, Year 3 (2018-19).

A. Summary of Phase III, Year 2

During the 2017-18 school year, NYSED has focused on the Implementation Science Stages of Exploration and Installation of MTSS as a Usable Innovation in a three-region Transformation Zone in the State, with the goal of scaling up implementation Statewide.

1. Theory of action or logic model for the SSIP (including the SiMR).

A logic model provides the basic framework of a new initiative, as well as a framework for its evaluation, by graphically describing how program context and day-to-day activities connect to program results or outcomes. In terms of the NYSED SSIP initiative, the logic model addresses the following questions:

- What investments are needed to reach the overall goal of improving literacy skills for students in grades 3-5 and create a sustainable, viable infrastructure of learning supports and technical assistance in participating regions, school districts, and schools?
- What strategies and activities need to be designed and implemented and whom do we need to reach to produce the learning necessary to achieve our overall goal?
- What intermediate knowledge, skills, and attitudes need to change to achieve the overall goal (SiMR)?
- Did the NYSED SSIP, in fact, achieve its long-term outcomes, including the SiMR? How do we know?

As part of the 2016-17 reorganization of its SSIP, NYSED refined its program logic model (see Appendix K). Throughout 2017-18 (Phase III, Year 2), NYSED created several modifications and refinements to improve the SSIP model. These refinements are listed below by strategy and in relation to the 2016-17 logic model activities.

<i>2017 Logic Model Activities</i>	<i>2018 Refinements</i>
<i>Strategy I – Organizational Capacity Building</i>	
Establish a State Leadership Team (SLT) to guide SSIP implementation, oversee the MTSS Content Partnerships, system performance, level of effort.	<u>Added</u> : Establish SSIP State Implementation Design Team (SIDT) to lead the SSIP and model practices.

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2017 Logic Model Activities	2018 Refinements
<p>Establish partnerships in three critical MTSS content areas – Academic, Behavior, and Equity – comprised of NYSED professional development (PD) and technical assistance (TA) program managers, content specialists, school practitioner representatives, and parent representatives (from Parent Training and Information Centers).</p>	<p><u>Modified Content Partnerships</u>: Establish specialized workgroups to help inform the design of the NYSED MTSS.</p> <p><u>Integrated Technology and Communication</u>: Develop a virtual SSIP Community Workspace for SSIP workgroups and teams to utilize to advance the work.</p> <p>Develop an internal communication system with bidirectional communication pathways.</p>
<p>MTSS Content Partnerships (A) collect content knowledge and resources to deploy to Regional Implementation Teams (RIT's); (B) report and make recommendations to the SLT; and (C) collaborate and coordinate to support each other's mission.</p>	<p><u>Modified Implementation Teams</u>: Establish the Regional Integrated Intervention Teams (RIITs) to support implementation at SSIP Learning Sites.</p> <p>Establish SSIP District Implementation Teams (DITs) to facilitate SSIP implementation at the building level.</p> <p>Establish the SSIP Building Implementation Teams (BITs) to implement effective innovations outlined in the SSIP.</p>
<p>Summary of Logic Model Revisions to Strategy I – The NYSED SSIP places an emphasis on the Exploration and Installation stages of implementation activities to build capacity and create an enabling context for implementation. In addition, NYSED SSIP is renaming and reconfiguring the leadership and implementation teams in the SSIP Organizational Structure.</p>	
<p>Strategy II – Product Development</p>	
<p>Select/modify/develop resources and tools to promote adoption of the integrated, culturally and linguistically responsive MTSS and use of specified EBPs in targeted schools, including (a) MTSS Implementation Guide; (b) practice templates/protocols; and (c) related tools/resources, as needed.</p>	<p><u>Modified Usable Innovation Approach</u>: Define the NYSED MTSS framework, and define capstone EBPs to support literacy, Social Emotional Development and Learning (SEDL) and Specially Designed Instruction (SDI) within the NYS MTSS.</p> <p><u>Added Resources</u>: Create a web-based NYS MTSS Resource Library to store and share resources developed for the SSIP. Develop a comprehensive set of implementation tools.</p>

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2017 Logic Model Activities	2018 Refinements
Strategy III – Professional Development	
<p>State provides ongoing training for Regional Special Education Technical Assistance Support Center (RSE-TASC) 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, SEDL, Behavior and SDI through a culturally and linguistically responsive lens; and (3) using screening, benchmarking tools and data-based decision-making.</p>	<p><u>Added</u>: Define the PD and coaching delivery models to use to support implementation of the NYSED MTSS.</p> <p><u>Added</u>: Develop a comprehensive SSIP training plan.</p> <p><u>Added</u>: Develop a comprehensive SSIP coaching plan, and provide continuous, targeted technical assistance and coaching for teams in the SSIP Transformation Zone.</p> <p><u>Added</u>: PD will be expanded to include staff within the Office of Special education that are expected to be involved at the regional level.</p>
<p>MTSS Integrated Intervention Teams provide professional learning opportunities to targeted schools in systems improvement, team-building, and implementation of the integrated, culturally and linguistically responsive MTSS.</p>	<p><u>Added</u>: Provide Foundational Training in initial implementation of the NYSED MTSS for teams in the SSIP Transformation Zone.</p>
<p>Summary of Logic Model Revisions to Strategy III – Redesign the current system to create a coherent, well-defined model of professional development, technical assistance, and coaching which aligns with the NYSED MTSS Model and Implementation Science best practices.</p>	
Strategy IV – Needs Assessment/Monitoring	
<p>Assess targeted schools' levels of implementation of the integrated, culturally and linguistically responsive MTSS and specified EBPs.</p>	<p><u>Added</u>: Establish a Decision Support Data System and Evaluation Plan for collecting, analyzing and reporting actionable MTSS data.</p>
<p>Use standardized procedures and current practices (e.g., Quality Improvement Process 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.</p>	<p><u>Added</u>: Administer Implementation capacity assessments to SSIP System-level Teams (DITs, RIITs and SIDT).</p>
<p>Evaluate the quality and effectiveness of ongoing professional learning efforts, including MTSS and EBP statewide and regional workshops, on-site technical assistance and coaching, and MTSS/EBP information dissemination.</p>	<p><u>Added</u>: Collect Comprehensive Baseline Data and Update Improvement Plans.</p> <p>Develop MTSS Data Dashboards.</p>

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2017 Logic Model Activities	2018 Refinements
<p>Summary of Logic Model Revisions to Strategy IV – Building capacity among participating districts and schools to monitor system and student progress by designing a decision support data system to collect critical data measures, including fidelity data and system implementation data for use in a continuous improvement planning and goal-setting process.</p>	
<p>Strategy V – State Educational Agency (SEA)-Local Educational Agency (LEA) Partnership and Community Engagement</p>	
<p>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.</p>	<p><u>Modified:</u> Create a collaborative Partnership Agreement between NYSED and the SSIP Learning Sites establishing mutual understanding and commitments.</p> <p><u>Added:</u> Support the organization of district-driven activities to engage parents from the local communities in learning about, and contributing to, the MTSS movement.</p>
<p>Expand knowledge of EBPs by disseminating information and resources to targeted schools and parents about <i>what works</i> to support literacy, SEDL, 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 clearinghouses, websites, and registries.</p>	<p><u>Added:</u> Create a public website for communicating SSIP project information. Develop an NYSED MTSS Community of Practice to support interactive learning about MTSS in the SSIP Transformation Zone.</p>
<p>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.</p>	<p><u>Added:</u> Engage in ongoing communication with SSIP Learning Sites to help create readiness for implementation.</p>
<p>Summary of Logic Model Revisions to Strategy V – Articulating a clear, shared understanding about what the State will provide and what the participating districts and buildings will provide, and continuously engage in discussions, information sharing, and collaboration related to MTSS implementation.</p>	

2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement activities.

Under the auspices of NYSED's Office of Special Education, the SSIP SIDT constructed a detailed Phase III, Year 2 Improvement Plan consisting of specific (i.e., principle) activities and steps to achieve each improvement strategy. The table below

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lists each strategy and the page(s) within the Improvement Plan (see Appendix J) where they are carefully described.

<i>Improvement Strategy</i>	<i>Activities Engaged In</i>
1. Organizational Capacity Building	Pages 3-5
2. Program and Resource Development	Page 8
3. Professional Development, Technical Assistance, and Coaching	Pages 10-12
4. Needs Assessment, Improvement Planning, and Monitoring	Pages 13-14
5. SEA-LEA Partnership and Community Engagement	Pages 16-17

Throughout Phase III, Year 2, NYSED collaborated with the following individuals and organizations to work on the improvement strategies in the Phase III Improvement Plan:

- Dr. Caryn Ward from the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)
- National Center for Systemic Improvement (NCSI)
- Center for IDEA Early Childhood Data Systems (DaSy)
- NYSED's Technical Assistance Center on Disproportionality (TAC-D)
- NYSED's Technical Assistance Center on Positive Behavioral Interventions and Supports (NYS PBIS TAC)
- NYSED's Technical Assistance Center on Response to Intervention (NYS Rtl TAC)
- NYSED's Regional Special Education Technical Assistance Support Centers (RSE-TASC)
- School district and building representatives from NYSED's SSIP Learning Sites
- NYSED's SSIP Evaluation Team (Measurement, Inc.)
- NYSED's Offices of Bilingual Education and World Languages, Student Support Services, Accountability, Curriculum and Instruction, and Early Childhood
- NYSED's Special Education Parent Centers

In 2017-18, NYSED focused on specific activities to achieve milestones in the goals established under each improvement strategy outlined in the Phase III Improvement Plan:

- Establish adaptive leadership teams and communication processes at each level to increase organizational capacity, collaboration, and responsiveness across the system.
- Define the NYS culturally and linguistically responsive MTSS model. Select and develop standard tools, resources, and guidance documents that can be readily accessed and used with fidelity by all NYS MTSS program leaders, trainers, and implementers.
- Create a coherent model of professional development, technical assistance, and coaching that is integrated, targeted, systematic, and comprehensive in design,



and provided to all program leaders, trainers, and implementers at each system level.

- Create an integrated and targeted capacity/needs assessment process and a Decision Support Data System to monitor implementation and outcomes, inform decision-making, and guide improvement planning processes.
- Establish a collaborative partnership with SSIP Learning Sites; build a NYS MTSS Community of Practice to engage stakeholders in the co-creation of plans, resources, and activities to support learning around MTSS.

3. Specific evidence-based practices that have been implemented to date.

Through our work with Dr. Caryn Ward from SISEP during this past year, the NYS SLT and SIDT have focused on identifying capstone practices for use during our initial implementation. Recent findings from SISEP revealed that states that identified capstone practices as part of their SSIP were more successful in their strategic implementation and evaluation efforts than states that left the selection of the EBPs to local agencies. EBPs in literacy, PBIS, and SDI within the NYS MTSS model are the focus of our capstone practices because they are aligned with the SiMR and the SSIP student-level outcomes.

During this current SSIP phase, NYSED has worked to identify the core elements of the Usable Innovation (MTSS) we will be using in our SSIP Learning Sites. We have developed a Usable Innovations Workgroup, described further in Section B below, as part of the SIDT, to define the core elements of NYSED's model of MTSS. The workgroup is building upon structures and resources already in use in NYS through the work of the NYS Rtl TAC, the NYS PBIS TAC, and the RSE-TASC, as well as using resources available from national technical assistance centers and other states. As the RIITs begin work with district and building teams in the SSIP Learning Sites, the regional teams will be building upon infrastructure and supports already in place through implementation of Rtl, PBIS, and use of specially designed instruction for students with disabilities. Training in capstone practices and measurement of fidelity of implementation of EBP's will begin in fall 2018.

4. Brief overview of the year's evaluation activities, measures, and outcomes.

Phase III, Year 2 (April 2017 - March 2018) was the first full year of revised SSIP implementation for NYSED. That majority of the State's effort was focused on designing and installing key infrastructure elements – the teams, frameworks, and systems – to support the strategic roll out of the innovation (the NYS MTSS). Thus, the evaluation plan and data collection activities for this past year were focused on measuring outputs of these infrastructure-building activities in the Improvement Plan.

Overarching Evaluation Questions

Initially, the overarching evaluation questions NYSED was interested in exploring in Phase III, Year 2 were questions about the design of the systemic improvement plan:

- Were the strategic improvement activities focused on building capacity throughout the system to support implementation of the innovation?



- Was the timeline appropriate? Did it need to be adjusted to support the necessary exploration and installation work?

Based on Phase III, Year 2 feedback from stakeholders and input from national technical assistance providers¹ with expertise in systemic change practices, NYSED refined some of the activities in the Improvement Plan to place a greater emphasis on exploration and installation stage work. The timelines for completion were adjusted accordingly to appropriate additional time for quality design work and cross-stakeholder collaboration. NYSED shifted its focus to exploring questions about the quality and quantity of the outputs produced by those exploration and installation activities:

- Is NYSED concurrently engaging in activities across all five improvement strategies? How are outputs distributed across the strategies?
- Are the cross-stakeholder leadership teams, responsible for developing frameworks and driving implementation, established and functioning effectively?
- While NYSED is organizing teams and designing frameworks to support implementation of the innovations, how is it engaging stakeholders at the local levels to create readiness for initial implementation?
- How is NYSED demonstrating the use of innovative EBP's at the system level? How is this different from the previous modus operandi?

Evaluation Design

To attempt to answer these questions, the evaluators designed a process evaluation plan to measure NYSED's progress in implementing activities in each Improvement Strategy. Outputs for each SSIP activity were distilled with input from stakeholders on the SIDT, and then defined into a set of three to eight performance indicators by the evaluators. The plan is aligned with the refined SSIP Improvement Plan and organizes the performance indicator measures, data collection methods, data sources and timelines for collecting the data into a matrix. The Evaluation Plan for Strategy I, Activities 1.1-1.6, is located in Appendix A. The process evaluation plans for all remaining strategies will be developed at the beginning of Phase III, Year 3.

Methods

Evidence documenting the continuing work across SSIP Strategies, including progress toward the achievement of the aforementioned milestones, is collected, verified (with assistance from the SSIP Project Managers and Team Facilitators) and reviewed in ongoing cycles.

The primary method of data collection utilized by the evaluators in Phase III, Year 2 was document analysis. Most of the documents were sourced from the SSIP Community Workspace and consisted of organizational documents, action plans, and other meeting artifacts. Some materials were provided by SSIP stakeholders. Other data, such as Workspace activity and project-related communications, were collected through tools

¹ Anne Louise Thompson from NCSI; Dr. Caryn Ward from SISEP/NIRN



developed by the evaluators to track content and frequency. Content was coded and analyzed based on the presence of quality indicators, using a research-based rubric.²

Reporting Results

Performance indicator results have been tabulated for each of the evaluated activities from the five SSIP Improvement Strategies. The evaluated activities were those that NYSED had engaged in during Phase III, Year 2 at a level beyond planning and initial development at the time of this report. To be included in this report, outputs gathered from these activities needed to provide a sufficient amount of measurable evidence of each performance indicator. As shown in the table below, NYSED is reporting on the performance indicator data it has collected on five of the Strategy I activities.

Activities Evaluated in Phase III, Year 2	
Strategy I	Activities 1.1, 1.2., 1.3, 1.4, and 1.5

At this time, NYSED is reporting on the performance indicator data it has collected through March 15, 2018. For most activities, the collection of performance indicators is ongoing; process data will continue to be collected in Phase III, Year 3 and reported annually or quarterly, in accordance with the Continuous Improvement Plans of SSIP Implementation Teams.

Activities have been evaluated according to the production of desired outputs, as measured by the level of achievement of identified performance indicators. Achievement is scored on a five-point scale from (4) meeting all criteria for achievement of the performance indicator to (0) not meeting any criteria for achievement of the indicator.

Indicator Achievement Rating Scale	
4	Meets ALL Criteria for Achievement of Indicator
3	Meets MOST Criteria for Achievement of Indicator
2	Meets HALF the Criteria for Achievement of Indicator
1	Meets SOME Criteria for Achievement of Indicator
0	Meets NONE of the Criteria for Achievement

Summary of Results

NYSED has made significant progress in implementing activities for this improvement strategy. Indeed, the average indicator achievement score for the evaluated activities in Strategy I is 2.9, which falls just below the "Meets Most Criteria for Achievement of Indicator." Considering the weight and rigor of NYSED's process evaluation performance standards – informed by its dedication to using EBP's in implementation – and the accumulation of supporting evidence they entail, this represents a solid, baseline level of performance. As NYSED's design work from the exploration and installation stages is

² Quality indicators were developed directly from the literature on Implementation Science and Leading by Convening.



operationalized over the following four to five months, it is anticipated that this performance level will increase at a swift and steady rate.

Performance indicator results are presented in Table 1 (found in Appendix E). More in-depth results are described under Section C1 of this report.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

Infrastructure Improvement Strategies

In August 2017, NYSED refined its SSIP organizational structure outlined in the Phase III, Year 1 report, as a result of meetings with, and input from, the SLT and input from Dr. Caryn Ward from the National Implementation Research Network (NIRN). (Please refer to Appendix G, *SSIP Organizational Structure*.) As part of this reorganization, NYSED changed the function of the SLT from design and project management to a leadership role designed to share input from various NYSED offices and stakeholders up to NYSED management and down to the SIDT. The SIDT was added to the organizational structure to provide a more nimble and responsive group responsible for developing key components of SSIP implementation and for communicating down to the RIITs and up to the SLT. The refined organizational structure also included shifting the MTSS Content Partnerships outlined in Phase III, Year 1 to workgroups in the areas of Usable Innovations, Data, and Professional Development/Coaching. The workgroups report regularly to the SIDT, and each workgroup is managed by a Project Manager from the NYSED Office of Special Education.

Implementation Science: Exploration and Installation

Throughout Phase III, Year 2, NYSED engaged in the Exploration and Installation stages of Implementation Science to provide a structure for the SSIP, the focus of which was revised in Phase III, Year 1 (2016-17). Continuing the model of meaningful stakeholder engagement through a framework of Leading by Convening, utilized in the 2016-17 SSIP work, stakeholders established a refined cascade of teams, developed criteria for selection of team members and established clearly defined team roles and expectations. The impetus and knowledge base to conduct this work stemmed from a deliberate plan to infuse concepts of Implementation Science within NYSED's Office of Special Education through a focused two-day session with Dr. Caryn Ward in July 2017, followed by a network-wide meeting with Dr. Ward in October 2017. During the July session with Dr. Ward, the RSE-TASC Coordinators, the Office of Special Education's Policy, Program Development and Support Services (PDSS), Special Education Quality Assurance, Due Process, and Preschool Units, as well as representatives from the NYSED Offices of Accountability, Student Support Services, Bilingual Education and World Languages, and Curriculum and Instruction, worked intensively with Dr. Ward to understand the foundations of Implementation Science. In October 2017, NYSED brought in the 250 members of the RSE-TASC network, representatives from the Special Education Parent



Centers and Early Childhood Direction Centers, and Special Education Quality Assurance staff, as well as the SIDT, to work with Dr. Ward again. These sessions helped embed the concepts of Implementation Science across the networks and will enable staff to build upon this foundation as they scale-up MTSS statewide from the SSIP Transformation Zone. Throughout the 2017-18 school year, the RSE-TASC Coordinators have continued to work with their specialists in embedding the foundational concepts of Implementation Science in their work. The reconfiguration of the SSIP from Phase II and revision in Phase III, Year 2, based on stakeholder input and a Plan-Do-Study-Act cycle, is helping inform NYSED in planning future configuration of our technical assistance networks and their support to improve outcomes for students with disabilities.

- a. **Description of extent to which the State has carried out its planned activities with fidelity – what has been accomplished, what milestones have been met, and whether the intended timeline has been followed.**
- b. **Intended outputs that have been accomplished as a result of the implementation activities.**

The State's SSIP Workplan has five implementation strategies, described below. (Please refer to Appendix J, *SSIP Improvement Plan* for specific activities under each strategy.)

1. Organizational Capacity Building
2. Program and Resource Development
3. Professional Development, Technical Assistance, and Coaching
4. Needs Assessment, Improvement Plan, and Monitoring
5. SEA-LEA Partnership and Community Engagement

Strategy I, Organizational Capacity Building

Within the strategy of organization capacity building, NYSED has accomplished, or is in the process of achieving, the following milestones within the timeframes outlined:

- Establish the SIDT to lead the SSIP and model practices
- Establish specialized workgroups to help inform the design of the NYS MTSS framework
- Develop a virtual SSIP Community Workspace for SSIP teams to utilize to advance the work
- Develop an internal communication system with bidirectional communication pathways
- Establish the SLT to review results and learning from the SSIP and to guide SEA policy alignment
- Establish the three RIITs to support implementation at SSIP Learning Sites
- Establish DITs to facilitate SSIP implementation at the building level (to be implemented in spring 2018)
- Establish BITs to implement effective innovations outlined in the SSIP (to be implemented in spring 2018)
- SSIP Implementation Teams develop Continuous Improvement Plans to help them monitor performance and build team capacity. (To be implemented in summer 2018)



Milestones accomplished under Strategy 1 during the past year included the establishment and reconfiguration of the SLT, SIDT, and RIITs, as described earlier in Section B-1 of this report. Within each of these cascade of teams, NYSED – with stakeholder input from each team – developed a selection protocol to identify committed members, developed selection criteria for members, requested nominations from the field, produced a "Give-Get" document for team members to consider and approve, and finalized team membership. The SLT and the SIDT began meeting in July 2017; the SLT has a meeting schedule of three meetings per year, and the SIDT has met twice per month since July 2017 to achieve timelines established NYSED's SSIP Workplan. These teams subsequently created Team Guidance Documents, including Terms of Reference, Meeting Norms, Plan-Do-Study-Act improvement cycle processes and communication protocols. The SLT and SIDT identified a liaison from each of their teams to work with the other team to facilitate two-way communication. The SIDT identified one Regional Coordinator from the Transformation Zones to serve as a member of the SIDT and as a liaison to the RIITs. The SLT and the SIDT have also reviewed and approved NYSED's updated SSIP Improvement Plan, outlining key activities for 2017-18 and 2018-19, along with the SSIP infrastructure and organizational graphic representations and the SSIP Teams Key Functions description. (Please refer to Appendix H.) Both teams are responsible for sharing these documents and SSIP updates with their respective stakeholder groups.

The RIIT's have been formed, and members of those teams serve on the SLT, SIDT, or the three workgroups in the areas of Usable Innovations, Data, and Professional Development/Coaching. The SSIP Evaluation Team and the SIDT have jointly developed an RIIT SSIP overview webinar to be recorded for the RIITs in spring 2018 to provide an update on the SSIP and next steps with the RIITs.

NYSED also established specialized workgroups in the areas of Usable Innovations, Data, and Professional Development/Coaching to help inform the design of the NYS MTSS framework and the support to be provided to the District and Building Implementation Teams in the Transformation Zones. These groups, comprised of stakeholders from the Office of Special Education, the SSIP Evaluation Team, an RSE-TASC Coordinator, district and building level leadership and representatives from our technical assistance centers in Rtl, PBIS, Disproportionality and Special Education Parent Centers have met twice per month to define and hone the usable innovations we will be implementing in the Transformation Zones, the data practices and information needed to measure that implementation with fidelity, and the professional development and coaching model needed for district and building teams to succeed in implementation. The work of these groups has been of importance in Phase III, Year 2 as NYSED has deliberately invested time to explore and install best practices and communicate those practices to the various levels of teams to ensure the foundation for solid implementation and measurement of fidelity. This exploration and installation of practices is being used to inform planning for the next ideation of technical assistance statewide to improve outcomes for students with disabilities.

As the work of the SLT, SLDT, and workgroups progressed during the past year, the teams recognized the need for an SSIP Workspace to facilitate sharing of meeting



minutes, resources, guidance documents, and webinars. As a result, we have developed a virtual SSIP Community Workspace, through an SSIP Google Drive, with folders for implementation teams, guidance documents and technical assistance in the form of recorded webinars accessible to all SSIP stakeholders. The SSIP Project Managers, team liaisons and meeting facilitators are encouraging stakeholders to utilize the Workspace as opposed to using traditional methods of email attachments to share information and to build more effective, efficient, and continuous communication.

The final three improvement activities under the strategy of Organizational Capacity Building: establishing DITs to facilitate SSIP implementation at the building level, BITs to implement effective innovations outlined in the SSIP, and developing continuous improvement plans to help these implementation teams monitor performance and build team capacity, are in progress this spring as part of the Phase III, Year 2 work and will be reported on more fully in next year's SSIP report.

Strategy II: Program and Resource Development

In the strategy of program and resource development, NYSED has accomplished or is in the process of achieving the following milestones within the timeframes outlined:

- Define the NYS MTSS framework
- Define capstone EBPs to support Literacy, SEDL, and SDI with the NYS MTSS Model
- Create a web-based NYS MTSS Resource Library to store and share resources developed for the SSIP (June/July 2018)
- Develop a comprehensive set of implementation tools (August 2018)

Within Strategy II of the SSIP Workplan, the Usable Innovations Workgroup has completed its identification of the core components of the NYS MTSS framework, and the SIDT is in the process of finalizing the definition of the model to be implemented in the SSIP Transformation Zones. The Usable Innovations Workgroup will focus next on operationalizing the framework for all program leaders, trainers and implementers inside the Transformation Zones.

In the spring of 2018, the SIDT, in collaboration with NYSED SSIP TAC Partners, will define capstone practices to support literacy, social emotional development and learning, and specially designed instruction within the NYS MTSS framework. The SIDT will review literature and inventory resources and check alignment with the NYS MTSS framework and will consult with the specialized workgroups, regional teams and district teams to define capstone practices within the MTSS framework. The SIDT will share these practices with the SLT during the its spring 2018 meeting to engage other NYSED offices in identifying areas of intersection in the areas of tiered instruction, social emotional development and learning, culturally responsive practices, and family/community engagement.

In June 2018, Dr. George Batsche of the University of South Florida will be working with the NYSED SSIP regional and district teams for three days on understanding the NYS



MTSS model, followed by a series of follow-up webinars designed to support initial implementation in the SSIP districts.

Strategy III: Professional Development and Technical Assistance/Coaching

Within the strategy area of PD, TA and coaching, the State has achieved or is in process of achieving the following activities within the established timeframes:

- Define the PD and coaching delivery models to support implementation of the NYS MTSS
- Develop a comprehensive SSIP training plan (April/May 2018)
- Develop a comprehensive SSIP coaching plan (June 2018)
- Provide foundational training in initial implementation of the NYS MTSS for teams in the SSIP Transformation Zones (September 2018)
- Provide continuous targeted technical assistance and coaching for teams in the SSIP Transformation Zones

During bimonthly meetings, the PD-Coaching Workgroup conducted a research review to identify current PD-coaching models, considered the fit and feasibility of various models for Learning Sites in the SSIP Transformation Zones and the State, defined critical components of high quality professional development and coaching to support implementation of the NYS MTSS framework, and collaborated with the SIDT to operationalize critical components into practice profiles for NYS MTSS trainers. The next steps in this strategy will be to develop a comprehensive training and coaching plan in spring 2018 and begin foundational training by September 2018, supported by ongoing targeted technical assistance and coaching. The training plan will target three sets of implementers:

Layer 1: State and regional level trainers (TAC Staff Developers, RIIT specialists). Training will be coordinated by NYSED and the NYSED SSIP TAC Partners, with input from the RIIT Planning Team, and will include PD delivered by national subject matter experts.

Layer 2: SSIP district and building instructional leaders and implementation teams. Training will be coordinated by the State and RIIT Planning Team as part of the MTSS Leadership Institute.

The MTSS Leadership Institute is a sequential, targeted training program designed for the DITs and BITs participating in the SSIP. The goals of the Institute are (1) to provide in-person and virtual learning experiences that help DITs and BITs implement the NYS MTSS with fidelity; and (2) to develop a cohesive, collaborative Cohort of Learning Sites by nurturing relationships between sites, and empowering participants to be leaders and agents of change.

Possible Leadership Institute Training Topics:

- Operationalizing NYS MTSS as a Usable Innovation;
- Rtl Literacy (definitions, critical elements, operational steps/practice profiles, fidelity tools);

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- PBIS (definitions, critical elements, operational steps/practice profiles, fidelity tools); Inclusive cultures/CRE;
- Defining, goal setting, measuring student outcomes;
- Data Systems;
- Coaching models; and
- Identifying Bright Spots

Layer 3: District/building-level instructional staff responsible for implementing the NYS MTSS and EBPs in SDI, literacy, and SEDL (all staff). Training will be coordinated by district administrators as part of their annual PD, with collaboration from RIITs.

- Professional Learning Needs Assessments³ are administered to trainees prior to training events by the teams coordinating those events.
- Training events will be evaluated using instruments approved by the SSIP SIDT.

NYSED continues to focus in Phase III, Year 2 on readying implementers and leveraging existing resources to train and prepare for implementation in September 2018. In addition to our network-wide work with Dr. Caryn Ward, regional team, and district team work with Dr. George Batsche scheduled for June 2018, NYSED is also inviting the SSIP SLT, the SIDT, the RIITs, the RSE-TASC network, the TACs on PBIS, Rtl and Disproportionality, the Early Childhood Direction Centers, the Special Education Parent Centers and the Office of Special Education Quality Assurance staff to participate in the spring 2018 Office of Special Education network meeting with Dr. Kent McIntosh from the University of Oregon. Dr. McIntosh will be addressing the topic of equity within the context of early childhood settings.

Strategy IV: Needs Assessment, Improvement Planning, and Monitoring

Strategy IV in the NYSED SSIP focuses on creating an integrated and targeted capacity/needs assessment process and a Decision Support Data System to monitor implementation and outcomes, inform decision-making, and guide improvement planning processes. The following activities have been achieved or are in process within the established timeframes:

- Establish a Decision Support Data System and Evaluation Plan for collecting, analyzing and reporting actionable MTSS data (September 2018)
- Administer implementation capacity assessments to SSIP system-level teams (DITs, RIITs, SIDT) (May - July 2018)
- Collect comprehensive baseline data and update improvement plans (September 2018)
- Develop MTSS dashboards (December 2018)

The Data Workgroup has met bimonthly during the past several months to determine the critical components for the MTSS Decision Support Data System to collect:

³ Data collection instruments need to meet criteria developed by the SSIP SIDT and must be reviewed and approved by the SIDT prior to use.

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- Student-level data (screening, formative, interim, outcome, progress monitoring, diagnostic)
- Practitioner data (use and fidelity of implementation of evidence-based practices within the NYS MTSS)
- School-wide MTSS implementation data (infrastructure supports, PD evaluations)
- District/system-level capacity data

By September 2018, the SIDT will review and approve the critical components for the MTSS Decision Support Data System and will collaborate with the regional teams and district teams to create a data collection plan with practical, valid, and reliable tools, a schedule for collection, and roles/responsibilities for a site-based data coordinator. Districts will then adopt data protocols to inform decision-making and continuous improvement. During this same time (May-September 2018), regional team members will complete a regional capacity assessment, facilitate districts in completing a district capacity assessment, and Project Managers and Team Leaders will help the SIDT to complete the State Capacity Assessment. In September 2018, the building, district, and regional teams will collect baseline data and set goals and benchmarks for the year. By December 2018, each level of implementation team (SIDT, RIITs, DITs, BITs) will create dashboards to communicate progress using data in the areas of capacity, fidelity, and impact.

Strategy V: State Educational Agency-Local Educational Agency Partnership and Community Engagement

Strategy V seeks to establish a collaborative partnership with the SSIP Learning Sites, build a NYS MTSS Community of Practice to engage stakeholders in the co-creation of plans, resources, and activities to support learning around MTSS. During Phase III, Year 2, the following activities under Strategy V were accomplished or are in process within the established timeframes:

- Engage in ongoing communication with SSIP Learning Sites to help create readiness for implementation (September 2017-August 2018).
- Create a collaborative Partnership Agreement between NYSED and the SSIP Learning Sites establishing mutual understanding and commitments (winter 2018).
- Create a public website for communicating SSIP project information.
- Develop an NYS MTSS Community of Practice to support interactive learning about MTSS in the SSIP Transformation Zones.
- Support the organization of district-driven activities to engage parents from the local communities in learning about and contributing to the MTSS movement.

During Phase III, Year 2, NYSED finalized the selection of schools/districts to participate in the project based on each site's record of accessing technical assistance and infrastructure to support MTSS implementation. The SIDT developed and facilitated an introductory webinar in October 2017 to orient schools and districts to the project, and a second webinar was developed and will be facilitated in spring 2018 to update schools on progress in the SSIP. The SIDT also developed a collaborative partnership agreement between NYSED and the SSIP Learning Sites, to outline the roles/ responsibilities of each



group. These agreements will be signed by the district superintendents and the RIIT Coordinators.

In addition to the work that was done at the State level in Strategy V, members from the RIITs were busy engaging the LEAs in readiness activities. These activities included meetings with school leaders and practitioners to share information about the SSIP, gather questions and feedback to report to the SIDT, as well as to promote the partnership engagement model NYSED is using for the project. This model, inspired by stakeholder feedback gathered during Phases I and II and supported by the Leading by Convening research, involves a very intentional approach to working with LEAs wherein the districts and schools participate in the project as partner Learning Sites, actively collaborating with the State to achieve the goals of the SSIP.

2. Stakeholder involvement in SSIP implementation

- a. How stakeholders have been informed of the ongoing implementation of the SSIP.**
- b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.**

NYSED continues to make concerted and conscientious efforts to use a Leading by Convening Model to communicate with stakeholders and to utilize them meaningfully in decision-making. The input provided by Anne Louise Thompson from NCSI and Dr. Caryn Ward from SISEP, along with guidance provided by OSEP in Phase III, Year 1, prompted NYSED to examine and refine communication structures, as well as the processes by which it obtains stakeholder input. Each team outlined in the SSIP Workplan is responsible for bidirectional communication and feedback to the team above and below it, and there is at least one representative on each team who is also a member of the team above and below. For example, the Supervisor for the Office of Special Education's PDSS Unit, which bears responsibility for SSIP implementation, serves on the SSIP Implementation Design Team and acts as the facilitator for the State Leadership Team. Each of the PDSS Project Managers on the SIDT serves as the chair for the specialized workgroups, and each of the RSE-TASC Coordinators in the Transformation Zones serves on the SIDT, the SLT, the workgroups, and the RIITs.

NYSED has continued to involve many of the same stakeholders we engaged in Phase III, Year 1 when we revised our SSIP plan and SiMR. The same representatives from the RSE-TASC, Parent Centers, State TACs, and other NYSED offices remain involved in the SSIP through membership on at least one level of teaming: SLT, SIDT, specialized workgroups, or RIITs. We have also engaged representatives from our SSIP Learning Site districts and schools in the SLT, the SIDT and regional teams. These individuals will also serve as representatives to their respective DITs and BITs.

Each member of the cascade of SSIP teams bears responsibility for outward communication on SSIP implementation with their respective networks: e.g., Parent Centers, RSE-TASC Coordinators and specialists beyond those working in the Transformation Zones, TAC staff, NYSED Offices, Commissioner's Advisory Panel for



Special Education Services, other stakeholder groups, such as the NYSED Family Engagement Workgroup, the NYSED Culturally and Linguistically Responsive Education Workgroup and the Learning Disabilities Forum of Stakeholders. During the summer of 2018, the SSIP Evaluation Team will be conducting a survey of SIDT members to reflect on team membership, structures and terms of reference to determine if any changes are needed. NYSED has developed a dedicated mailbox for SSIP, a shared workspace, and is in the process of developing plans for an SSIP Resource Website. The SSIP Leadership Institute, comprised of face-to-face professional development and monthly conference calls/webinars will provide a mechanism for the SSIP District and Building Implementation Teams to share best practices, successes, and barriers and to work together in mastering the EBPs in the NYS MTSS model.

During Phase III, Year 2, stakeholders have provided input during meetings and via shared reporting on the SSIP to put infrastructure in place prior to working more directly and intensely with LEAs. They have also provided input during each level of team meetings on progress to date, next steps and needed adjustments to planned activities.

C. Data on Implementation and Outcomes

- 1. How the State monitored and measured outputs to assess the effectiveness of the implementation plan**
 - a. How evaluation measures align with the logic model*
 - b. Data sources for each key measure*
 - c. Description of baseline data for key measures*
 - d. Data collection procedures and associated timelines*
 - e. How data management and data analysis procedures allow for assessment of progress toward achieving the intended improvements*

As outlined in Section A-4, NYSED is undertaking a systematic assessment of SSIP Implementation and Outcomes. This work flows from the refined and updated project logic model (see Appendix K) that conceptually aligns the SiMR to the five Improvement strategies, the related activities and steps, and the resulting deliverables (see Appendix J, *SSIP Improvement Plan*). As noted previously, NYSED's Phase III, Year 2 SSIP evaluation reports results for Strategy I, Activities 1.1-1.6. Moreover, as this is the first year NYSED has measured and reported on these performance indicators, the individual scores for each indicator, as well as the averaged scores for each set of indicators of an activity, can be used as baseline performance levels; NYSED can use these data to set targets for Phase III, Year 3 and monitor progress at intervals throughout the year.

Highlights by Activity

Activity 1.1: Establish the SIDT to lead the SSIP project and model practices.

The SIDT convened its first meeting on December 7, 2017. There are currently 16 members on the team, selected based on the possession of certain attributes, such as



growth mindset, an understanding of systemic change, and the desire and ability to commit to the work.⁴

Membership includes (1) representatives from SSIP stakeholder groups at each system level – State (62 percent), regional (25 percent), and district (13 percent) and (2) representatives from each of the NYSED-funded projects that form the critical strands of the NYS MTSS framework: PBIS, Rtl, TAC-D, and the Special Education Parent Centers. Membership also includes the project evaluators and leaders from the NYSED Office of Special Education.⁵ Forty-four percent of members work within NYSED, while 56 percent do not.

The SIDT defined practices and structures for effective team functioning in the Team Guidance Document. The SIDT co-created this document; contents align with recommendations and guidance from NIRN.

In the Team Guidance Document, the SIDT described a number of important components, structures, and practices required for effective engagement. The evaluators identified from this document seven components that were discussed by team members as being critical to successful meetings: (1) the use of a grounding/engagement activity; (2) identifying objectives and outcomes at the beginning of the meeting; (3) having contribution from all members and recognition of all voices; (4) the establishment and review of norms; (5) the use of sufficient consensus to make decisions; (6) the use of collaborative activities to co-create new ideas and products; and (7) the creation of a clearly defined action plan, listing the action item, person responsible, and timeline for completion. The evaluators analyzed meeting documents for evidence of effective engagement and quality meetings. Quality was defined as the team's consistent use – at least 85 percent (or six out of seven) – of the critical components at each meeting.

A deeper analysis using Leading by Convening rubrics for comparison led the evaluators reviewing the Team Guidance Document and documentation from meetings to suggest that the SIDT consider revising some of the team structures, expectations and processes in the coming year; it is recommended that team practices be brought into greater alignment with the higher levels of Collaboration and Transformation on the Depth of Interaction Rubric in order to drive deeper commitment from stakeholders and build the team's capacity to engage with stakeholders in groups beyond the Core Group.

Activity 1.2: Establish specialized workgroups to help inform the design of the NYS MTSS framework

The SIDT Workgroups were established after a two-week selection process.

- The PD-TA-Coaching Workgroup first convened on December 19, 2017
- The Usable Innovations Workgroup first convened on December 21, 2017
- The Data Workgroup first convened on January 4, 2018

⁴ See Appendix B for the SIDT Selection Criteria

⁵ See Appendix C for the SIDT Member Roster.



These Workgroups had each convened between three and four times at the time the data were collected for this report (March 15, 2018). Based on the accounts shared by workgroup liaisons at the SIDT meetings, these workgroups are (1) regularly engaging in recommended practices to support team building and capacity; (2) progressing with their work and bringing it into finer definition for the benefit of the SIDT; and (3) building increased camaraderie and genuine appreciation for the unique perspective each member brings to the table.

Activity 1.3: *Develop a virtual Community Workspace for SSIP teams to utilize to advance the work.*

The SSIP Community Workspace on Google Drive was created on November 21, 2017. It was introduced to the SIDT on December 7, 2017, when members approved its use for the State-level SSIP implementation teams: the SIDT, the SLT and the three SIDT workgroups.

The team of Workspace Administrators responsible for managing sharing permissions to the folders on the Drive include the SSIP Project Managers, the four liaisons to the State-level SSIP teams/groups, the project evaluation support team (Measurement Incorporated), and a few select SSIP team/group facilitators. There are approximately ten members who currently have the ability to log in as administrators.

Collaborative Workspace Activity

Results for all potential SSIP Workspace Users⁶ (N=60) across 13 weeks (December 4, 2017-March 15, 2018):

- Administrators have directly shared links to Workspace materials with **40** unique contacts
- **28** unique users⁷ have accessed the Workspace to contribute
- **360** files have been shared on the Drive
- Members have contributed (added or altered content) to the Workspace on **1,707** occasions
- **131** average weekly contributions have been made by members

Activity 1.4: *Develop a **Communication System** with bidirectional communication pathways*

NYSED is still developing this system. The goal is to collaborate to design an improved system of communication protocols, combining (A) innovative research-based strategies, and building on (B) the effective communication activities that are already occurring.

⁶ The potential Workspace users include all the members from the four active State-level SSIP teams: the SIDT, the SLT, and three SIDT Workgroups.

⁷ The count of unique users includes the number of contributions from accounts other than the Administrator account, plus the (10) assumed administrators. This does not account for the number of members who access the account to view, upload or print content from the Workspace.



- (A) Representative members of the SIDT convened a meeting on March 7, 2018 with a technical assistance consultant with expertise in stakeholder engagement. The result of the meeting was that SIDT members emerged with new, research-based engagement strategies and resources. These SIDT members documented (in the draft meeting agenda) the intention to share these with the full SIDT at the next meeting.
- (B) Across each of the three participating regions, regional NYSED technical assistance staff have engaged in activities to increase readiness to undertake implementation of the evidence-based MTSS framework and related literacy and instructional practices. On average, each region has held six meetings, lasting 90-120 minutes each.

Evaluation of the measurable outputs of this activity will continue in Year 5.

Activity 1.5: Establish the SSIP SLT to review results and learning from the SSIP and to guide SEA policy alignment

The SLT convened on January 5, 2018 and included nearly all of the key stakeholder groups (i.e., key NYSED offices, regional monitoring and professional development staff, parent groups, school district representatives, etc.), as well as the key decision-makers representing these groups. Members discussed and agreed upon meeting functions, decision-making processes, as well as the norms for collaborating as part of these processes. The primary topic of discussion among participants was strategic alignment of statewide initiatives.

Activity 1.6: Establish the RIITs to support implementation at SSIP Learning Sites

The refined Improvement Plan estimated that this activity would be completed by February 2018. This work was delayed (see (A), below), and therefore performance indicator data could not be collected this cycle. However, general indicators of progress toward the establishment of the RIITs can be documented across multiple sources.

- (A) The SIDT received input from stakeholders at the regional level suggesting a redesign of the RIITs. The SIDT facilitators convened a special meeting on February 15, 2018 for SSIP regional leaders and other representatives from the SIDT to discuss design options. The result of the meeting was a proposal to create a two-tiered model: a Regional Planning Team made up of coordinators/leaders from the region, and Regional Implementation Team made up of field specialists who work directly with the SSIP Learning Sites.
- (B) Although the RIITs have not been formally established, teams of stakeholders in each of the three SSIP Transformation Zone Regions have formally convened to engage in strategic planning and readiness activities in anticipation of implementation. For each participating region, an average of three to six "contacts" (i.e., in-person meetings, emails, conference calls, etc.) with participating LEAs to share information and project updates have occurred since the September 2017 meeting.



- 2. How the State has demonstrated progress and made modifications to the SSIP as necessary.**
 - a. How the State has reviewed key data that provide evidence regarding progress toward achieving intended improvements to infrastructure and the SiMR.**

Progress on infrastructure improvements is reflected in Section C-1. The State will continue to review findings and gather stakeholder input as part of a Plan/Do/Study/Act cycle of continuous improvement (Strategy I, Activity 1.9)

The Office of Special Education recognized the need to bring in national technical assistance to help NYSED move from the SSIP plan refined in Phase III, Year 1 to implementation with fidelity, an ability to scale-up statewide and to make infrastructure changes necessary to sustain the model. Based on guidance from OSEP and NCSI, NYSED focused extensively on increasing understanding of Implementation Science across our networks and stakeholders and tapping into the resources of Dr. Caryn Ward from SISEP. As a result of her on-site and remote technical assistance, NYSED utilized the framework of Implementation Science and the modules, lessons, tools, and resources of NIRN to assist us in making significant improvements in our statewide and regional infrastructure to support EBPs in participating districts, schools and classrooms, including developing a linked cascade of teams based on specific selection criteria, terms of reference for each team, a practice-policy feedback system which articulates the vertical and horizontal pathways of linked communication protocols and accountability mechanisms for exchanging information up, down and across the leadership structure. NYSED also made a deliberate decision to spend time in Phase III, Year 2 in exploration and installation stages of Implementation Science to formalize infrastructure changes and make those changes a part of the "way we do business." Nevertheless, as this is the first-year of NYSED's revised SSIP, the data being collected across the five Improvement Strategies is baseline data. Phase III, Year 3 data will allow analyses to assess change in project outputs and outcomes, and to support and justify any planned revisions.

A significant setback to our SSIP this year was an unsuccessful application for a State Personnel Development Grant to fund specialists to provide professional development and technical assistance in Rtl in our Transformation Zones, and eventually across other regions. This grant would have provided a balance of training in the academic side of MTSS to complement the training from our RSE-TASC Behavior Specialists in PBIS. However, NYSED brought consortium members from the NYS Rtl TAC, who are faculty members at various institutes of higher education, to participate in the SLT, the SIDT, and the specialized workgroups. The consortium members will be providing training to the RIITs in Rtl and MTSS.

As noted in the narrative under Section B, *Progress in Implementing the SSIP*, NYSED refined its leadership configuration for the SSIP based on stakeholder input and suggestions from Dr. Caryn Ward from NIRN. Rather than using the SLT as the primary decision makers and developers of the interventions, NYSED added an SIDT, based on selection criteria, to receive input/recommendations from three specialized



workgroups and to make decisions related to the design, content and implementation steps. The SLT functions as a liaison to other NYSED offices and as advisory board for the SIDT; the SLT receives communication up from the SIDT and its related work groups, and shares information down to the SIDT and RIITs. NYSED also changed the regional content partnerships outlined in Phase III, Year 1 to three specialized workgroups to facilitate more efficient content input and decision-making.

b. How data are informing next steps in SSIP implementation.

Key findings related to SiMR progress will be reported in the Phase III, Year 3 SSIP report based on implementation of the Usable Innovations in SSIP Learning Sites.

The number of sites in the SSIP Transformation Zone has shifted from the 24 schools, outlined in Phase III, Year 1, to 15 schools. Three districts (all from one region), originally selected to participate in the project, found that they were undergoing significant administrative changes during the 2017-18 school year and believed it would be more appropriate to participate in a subsequent year of the project. As a result, NYSED is implementing in three regions geographically close to one another: Lower Hudson Valley, New York City, and Long Island. NYSED is truly using the Transformation Zone model - a vertical slice of the system from the practice level to the policy level - in these three regions to implement MTSS. (Please refer to Appendix F *SSIP Transformation Zone* diagram.)

3. Stakeholder involvement in the SSIP evaluation

a. How stakeholders have been informed of the ongoing evaluation of the SSIP.

The structure of the SSIP Phase III Improvement Plan includes communication tools and protocols for sharing information - including evaluation processes - vertically and horizontally among the cascade of teams. By September 2018, the SIDT will review and approve the critical components for the MTSS Decision Support Data System and will collaborate with the regional teams and district teams to create a data collection plan with practical, valid, and reliable tools, a schedule for collection, and roles/responsibilities for a site-based data coordinator. Districts will then adopt data protocols to inform decision-making and continuous improvement. The Data Workgroup is assisting in the development of the various capacity assessments at the State, regional, and district levels. Stakeholders will be informed of the outcome of those assessments. In September 2018, the building, district, and regional teams will collect baseline data and set goals and benchmarks for the year. By December 2018, each level of implementation team (SIDT, RIITs, DITs, BITs) will create dashboards to communicate progress using data in the areas of capacity, fidelity, and impact.

Implementation Science serves as a conceptual map for formative evaluation as NYSED rolls out the Usable Innovations and use phases of Implementation Science to determine where it is in implementation, with indicators that allow us to assess our progress as a State. We will be using this infrastructure to inform future work.



b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.

Through the cascade of teams and the specialized workgroups, stakeholders have informed us as to what data is required, to ask focused questions, and to gather data that will inform this project. For example, stakeholders have provided input on various resources for State, regional and district capacity measurement tools and have examined various data sources to determine what data structures will provide the needed measurement for each activity conducted in the SSIP.

D. Data Quality Issues

- 1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR due to quality of the evaluation data**
 - a. Concern or limitations related to the quality or quantity of the data used to report progress or results**
 - b. Implications for assessing progress or results**
 - c. Plans for improving data quality**

Evaluations, unlike research, are carried out in real life settings that can challenge the utility of the program data. Experience tells us that complications often arise because of 1) *practical issues*, such as time constraints, availability of information, and the logistics of data collection; 2) *methodological issues*, including the lack of meaningful comparisons, problems with instrumentation, and questionable sources; and 3) *political considerations*, such as the differing levels of support for the initiative among the various stakeholders. In this section, we identify and forecast some of the limitations that might confront the SSIP initiative in data quality, and propose strategies to either prevent them from occurring, or to intervene when they occur. Given that NYSED is beginning to identify the critical components of data to be collected, the table below summarizes the potential limitations and solutions strategies according to the areas of the evaluation process.

Evaluation Area	Limitations	Solution Strategies
<i>Evaluation Design and Data Collection Methods</i>	<ul style="list-style-type: none"> • Desired information to construct provider and stakeholder surveys is not available or is limited • Some stakeholders are absent for the scheduled site-based interviews and focus groups 	<ul style="list-style-type: none"> • Carefully review what already exists and determine if needed data can be gathered from other sources including school, district, or State records and databases • Report all data inconsistencies • Reschedule telephone interviews with participants who missed the site visit

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Evaluation Area	Limitations	Solution Strategies
	<ul style="list-style-type: none"> • There are gaps in available individual student data (within and across variables) that challenge year-to-year comparison • Recommended data collection procedures are impractical or burdensome for some schools • Surveys do not appropriately measure all indicators • Information provided is incomplete or not believable • Data collection schedule is not adhered to by all schools, districts, regions; information is late • Respondents are concerned about confidentiality of information • Response rates are unsatisfactory 	<ul style="list-style-type: none"> • Conduct a power analysis to determine how large a sample is needed to detect an educationally meaningful effect • Use statistical controls to account for missing data • Make sure that data collection procedures are feasible and realistic for schools and can be carried out with reasonable effort; make accommodations for schools that may not be able to implement recommended collection strategies • Modify the indicators or develop other data collection strategies • Gather data from different sources and check for consistency of responses across respondents • Determine why information is late; develop strategies to help sites furnish the data on time • Assure survey respondents that their identities will not be revealed when the results are reported, and that all data will be handled confidentially and securely stored; suggest ways of assuring parents about confidentiality • Recommend strategies to increase response rates (follow-up calls, email reminders, etc.)
<p><i>Data Analysis and Interpretation</i></p>	<ul style="list-style-type: none"> • Data are unreliable and missing • Data are inconsistent 	<ul style="list-style-type: none"> • Recommend systematic logging procedures to process all returned surveys • Recommend systematic procedures to screen completed surveys for duplicate replies, missing data, or invalid responses at the site level



Evaluation Area	Limitations	Solution Strategies
	<ul style="list-style-type: none"> • The results are difficult to understand and interpret • Disagreement exists about what the results mean 	<ul style="list-style-type: none"> • Work with NYSED to clarify results and determine ways of displaying data to meet the needs of all stakeholders • Use several appropriate analysis techniques, with each shedding new light on the indicators • Provide alternative interpretations of the data considering different value stances • Develop conclusions that faithfully reflect the data, considering study limitations

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvements

a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up

NYSED continues to be proactive in developing infrastructure changes to support achievement of the SiMR, sustainability, and scale-up. It has engaged multiple offices within NYSED to serve on the SLT and will be using the teaming structure and lessons learned in the SSIP to inform changes to its technical assistance structure in the future. The input from our colleagues across our office, as well as across multiple NYSED offices, is enabling us to share information on the SSIP, gather input, and to align our work more closely, which will in turn, strengthen our opportunity for sustainability and scale-up.

NYSED is intentionally engaging stakeholders in helping to define Usable Innovations and a NYS model of MTSS, with focus on support for students with learning disabilities. As noted in the Phase I and Phase II SSIP reports, this group of students has among the lowest levels of performance on NYS ELA State Assessments, however, these students often spend a significant portion of their instructional day in general education settings. How we support these students to ensure meaningful access to high quality instruction will significantly impact our overall outcomes. Through the SSIP, our goal is to ensure implementation of the Usable Innovations with fidelity, with additional support using SDI. NYSED recently convened a stakeholder group on learning disabilities, particularly dysgraphia, dyscalculia, and dyslexia, to discuss resources, need for information and professional development, and how it can better support teachers in meeting the needs of students with these types of learning disabilities. NYSED will be including members of



this stakeholder group on the SIDT to assist in identifying resources, professional development and support for the SSIP Learning Sites.

NYSED is also taking advantage of the national resources offered through NCSI and the National Center for Intensive Intervention. Staff attended the NCSI Language/Literacy Collaborative (LLC) meeting in November 2017, and plan to attend the session in June 2018. We have also participated in the ongoing conference calls and webinars hosted by the LLC to share best practices, questions and successes and challenges with other states.

- b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects**
- c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SiMR**
- d. Measurable improvements in the SiMR in relation to targets**

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
2015-16	20%	Baseline	
2016-17	24%	25.3%	5.3% increase
2017-18	32%		
2018-19	42%		

Since NYSED has focused on Exploration and Installation of practices during Phase III, Year 2, the measurement of fidelity of implementation of (1) practitioners' use of EBP, and (2) school-wide implementation of NYS MTSS system will begin in fall 2018. NYSED will also measure system capacity to support implementation at the State, regional, and district levels.

Progress has been made in the short-term and long-term objectives specific to building infrastructure and organizational capacity during 2017-18, which will impact the SiMR over time. Additionally, Phase III, Year 3 will provide an opportunity to examine progress on short-term and long-term objectives that will directly impact the SiMR, using the Usable Innovations under development. It is important to note that NYSED and its technical assistance partners have been at work in each of the SSIP Learning Sites during this year, providing technical assistance in SDI, Rtl and/or PBIS consistent with its current structure for technical assistance.



F. Plans for Next Year

1. Additional activities to be implemented next year, with timelines

Please refer to narrative in Section B: Progress in Implementing the SSIP, to reference activities planned for next year and timelines, as well as Appendix J, *SSIP Improvement Plan*.

2. Planned evaluation activities, including data collection, measures, and expected outcomes

The evaluation plan for Year 5 will include a continuation of process evaluation, as well as an assessment of the progress toward achieving short and long-term outcomes. Data collection activities will expand to include multiple qualitative and quantitative methods. Baseline data collection of Types 1 – 4 data⁸ that can be used for progress monitoring and outcome assessment will occur over the next few months, prior to initial implementation of the innovation. It will begin with the administration of **Capacity Assessments⁹ to the SSIP system-level teams (the SIDT, the RIITs and the DITs) to collect Type 4 data.**

3. Anticipated barriers and steps to address those barriers.

NYSED's Office of Special Education has planned for the following contingencies in implementing the next steps of the SSIP:

Anticipated Barrier	Solution (s)
Attrition of SSIP Learning Sites	<ul style="list-style-type: none"> • District/school voice is embedded in all aspects of the cascade of teams. • Shared Learning – Leadership Institute to hold monthly webinars/virtual calls for schools to discuss challenges, successes, and share resources. • Update webinars to keep stakeholders abreast of progress and status of SSIP; • Solicitation of stakeholder input/recommendations regarding additional SSIP Learning Sites within current SSIP regions.

⁸ SSIP Data Typology: *Type 1*: Student level data (screening, formative, interim, outcome, progress monitoring, diagnostic); *Type 2*: Practitioner data (use and fidelity of EBPs within NYS MTSS); *Type 3*: School-wide NYS MTSS implementation data (infrastructure supports, PD evaluations); *Type 4*: District/system-level capacity data (use and fidelity of EBPs to support MTSS implementation)

⁹ Capacity Assessments measure how well education agencies (districts, regional educational agencies, SEAs) are using evidence-based implementation practices as intended to support the use and scale-up of an innovation (the NYS MTSS). Performance indicators are derived from best practices found within the implementation drivers (Competency, Organizational, and Leadership) and other active implementation practices.

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Anticipated Barrier	Solution (s)
	<ul style="list-style-type: none"> • Selection criteria created to ensure readiness of districts/schools as they show interest in SSIP work.
Attrition of trained RIIT members	<ul style="list-style-type: none"> • The Office of Special Education has been proactive in ensuring each region has prerequisite training that would ensure sustainability of SSIP work within current learning sites and as scale-up begins. • RIIT lead will assess the strengths and identify professional development needs of those under his/her purview who are currently not working with Learning Sites to attain competency of the Usable Innovation. • Communication protocols have been implemented so that skills, knowledge, and resources being utilized with SSIP Learning Sites can be shared among each SSIP region and with others around the State.
Attrition of trained members of SSIP Learning Sites	<ul style="list-style-type: none"> • RIITs will have a clear plan outlined that will include sustainability factors from day one to ensure fidelity.
State model does not adequately account for diverse local-level needs.	<ul style="list-style-type: none"> • Shared decision-making model with protocols in place. • RIITs will have a clear plan outlined which will account for the diverse needs of each SSIP Learning Site. • Stakeholders and Office of Special Education staff will engage in a continuous cycle of data analysis, action planning, and evaluation to address diverse community needs and provide responsive, individualized supports for regional, district, and building teams.

4. Description of any State needs for additional support and/or technical assistance

NYSED will continue to access and rely on the support, training, and technical assistance provided by Anne Louise Thompson, Jana Rosborough and Dr. Kellie Kim from West-Ed Dr. Caryn Ward from SISEP/NIRN, and national subject matter experts as described in the SSIP Workplan.

Appendix A

Evaluation Plan for Strategy I: Organizational Capacity Building

TABLE 3
Process Evaluation Matrix for Strategy I Activities

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
<p>1.1 Establish the SSIP Implementation Design Team (SIDT) to Lead the SSIP Project and Model Practices (November 2017)</p>	<ul style="list-style-type: none"> ■ SIDT is established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ■ SIDT convenes frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ■ SIDT is focused on building infrastructure and implementation capacity to create an enabling context for the SSIP project ■ SIDT produces project documents, resources and plans communicating the vision, purpose, and implementation plans for the SSIP 	<p>A SIDT member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <p>B Recommended practices and structures for effective team functioning¹ are well defined and used consistently</p> <p>C 100 percent of SIDT members review and agree on Team Guidance Document</p> <p>D SIDT convenes at least two times monthly</p> <p>E SIDT achieves at least 85 percent attendance at each meeting</p> <p>F 100 percent of SIDT meetings focused primarily on topics related to strategic capacity building to support implementation</p> <p>G Co-created products have been communicated and made accessible, including Elevator Speech to capture highlights of SSIP focus</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Schedule of SSIP-related meetings² • SIDT member roster and selection protocol • Components of SIDT Team Guidance Document • SIDT meeting agendas, materials/presentations, attendance, minutes and summaries • Framework documents, resources, and plans 	<p>May 2017 – March 2018</p> <p>April 2018 – March 2019</p> <p>April 2019 – March 2020</p> <p><i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i></p>
<p>1.2 Establish Specialized Workgroups to Help Inform the Design of the NYS Multi-Tiered Systems of</p>	<ul style="list-style-type: none"> ■ SIDT establishes three workgroups – Usable Innovations, Data, PD/TA and Coaching – with a clear scope of work, set of goals, and a commitment from representatives of key stakeholder groups 	<p>A Workgroup member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <p>B Recommended practices¹ and structures for effective team functioning are well defined and used consistently</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Schedule of workgroup meetings 	<p>Oct. 2017 – March 2018</p> <p>April 2018 – June 2018</p> <p><i>(or when workgroups conclude)</i></p>

¹ Best practices identified in Implementation Science frameworks and Leading by Convening rubrics.

² SSIP-related meetings include those preceding the formal establishment of the SIDT, organized to exchange project-specific information with potential core team members and key participants at the State level.

NYS SSIP Phase III, Year 2 – Evaluation Info

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
Support (MTSS) Framework (December 2017)	<ul style="list-style-type: none"> ■ Workgroups convene frequently to collaborate, document and communicate updates to SIDT ■ Workgroups are focused on identifying critical components to inform the design of effective innovations, a data system, training and coaching models, and aligning those to support the NYS MTSS framework ■ Workgroups produce program design recommendations to the SIDT 	<p>C 100 percent of workgroup members review and agree to norms, scope of work, goals, and timeline</p> <p>D Workgroups convene at least two times monthly</p> <p>E Workgroups achieve at least 85% attendance at each meeting</p> <p>F 100 percent of Workgroup meetings focused primarily on topics related to defining and aligning components of an integrated system framework</p> <p>G Over 85 percent of workgroup topics of discussion are dedicated to defining and aligning components of an integrated system framework</p> <p>H Co-created products have been communicated and made accessible</p>	<ul style="list-style-type: none"> • Workgroup member roster and selection protocol • Workgroup meeting agendas, materials/ presentations, attendance, minutes and summaries 	
<p>1.3 Develop a Virtual Community Workspace for SSIP Teams to Utilize to Advance the Work (December 2017)</p>	<ul style="list-style-type: none"> ■ SSIP Google Drive is created with folders for implementation teams ■ Guidance documents and technical assistance are created and provided to all SSIP stakeholders ■ SSIP Project Managers, Team Liaisons and Meeting Facilitators encourage stakeholders to utilize Workspace 	<p>A 100 percent of members on SSIP State-level teams have received access to guidance or technical assistance to help them use the Workspace</p> <p>B 100 percent of members on SSIP State-level teams have accessed³ the Workspace</p> <p>C 100 percent of members on workgroups have actively contributed⁴ to the Workspace at least once</p> <p>D Multiple members from teams that meet two times per month are contributing to the Workspace every week</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Records of communications sent to workgroup members • Meeting materials referring to documents on the Workspace • Google Drive Activity Log, Contact list, and Dashboard 	<p>November.2017 - March 2018</p> <p>April 2018 – March 2019</p> <p>April 2019 – March 2020</p> <p><i>Indicators will be reviewed quarterly as per Continuous Improvement Plan [1.9]</i></p>
<p>1.4 Develop a Communication System with Bidirectional communication pathways</p>	<ul style="list-style-type: none"> ■ Communication system of bidirectional pathways is installed to (1) reach three groups of stakeholders beyond the Core 	<p>A 100 percent of members on SSIP teams (Core teams) have received explicit guidance about how, what, and why they need to communicate/engage with other stakeholder groups beyond the SSIP</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Team member rosters 	<p>November 2017 - March 2018</p> <p>April 2018 – March 2019</p>

³ Users who have accessed the Workspace are being defined as those who have received and opened the direct link to the Workspace.

⁴ Workspace activity is time stamped and logged by the specific action performed by the user. Member activities fall into two main contribution categories: (1) Adding/Altering Content (creating, uploading, sharing, editing, commenting) and (2) Organizing Content (renaming, moving, copying, or removing items).

NYS SSIP Phase III, Year 2 – Evaluation Info

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
(January 2018)	<p>Group⁵, and (2) increase stakeholder commitment and engagement</p> <ul style="list-style-type: none"> ■ Teams of stakeholders accept a shared accountability for developing and contributing to the communication system ■ Communication system includes performance indicators that can be monitored 	<p>B There are liaisons linking the SSIP teams on the cascade</p> <p>C Established communication pathways have been used multiple times in both directions</p> <p>D There is evidence that each team has monitored/assessed their use of communication pathways and protocols</p>	<ul style="list-style-type: none"> • Team Guidance Document • Meeting minutes/other materials referencing use of communication protocols • Project Manager Communication log 	<p>April 2019 – March 2020</p> <p><i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i></p>
1.5	<p>Establish the SSIP State Leadership Team (SLT) to Review Results and Learning from the SSIP and to Guide State Educational Agency (SEA) Policy Alignment (January 2018)</p> <ul style="list-style-type: none"> ■ SLT is established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ■ SLT convenes multiple times per year to review implementation progress, consider issues of alignment with other NYSED priorities, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ■ SLT is focused on building an interagency MTSS Community of Practice; identifying opportunities to leverage SEA resources, initiatives, and building capacity for scaling up the NYS MTSS ■ SLT produces documents that crosswalk the SSIP with ESSA and other State policies and programs 	<p>A SLT member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <p>B Recommended practices¹ and structures for effective team functioning are well defined and used consistently</p> <p>C 100 percent of workgroup members review and agree to norms, mission and responsibilities, and goals</p> <p>D SLT convenes at least three times, annually</p> <p>E SLT achieves at least 85 percent attendance at each meeting</p> <p>F 100 percent of SLT meetings focused primarily on topics related to strategic alignment of initiatives and the collective leveraging of knowledge and resources</p> <p>G Co-created products have been communicated and made accessible</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Schedule of SSIP-related meetings • SIDT member roster and selection protocol • Components of SIDT Team Guidance Document (meeting structures, procedures) • SIDT meeting agendas, materials/presentations, attendance, minutes and summaries • SSIP framework documents, resources and plans 	<p>May 2018 – March 2019</p> <p>April 2019 – March 2020</p> <p><i>Some indicators reviewed annually/ every third meeting as per Continuous Improvement Plan [1.9]</i></p>
1.6	<p>Establish the Regional Integrated Intervention Teams (RIIT) to Support</p> <ul style="list-style-type: none"> ■ RIITs are established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ■ RIITs convene frequently to review implementation progress, make 	<p>A Planning team member rosters include well qualified representatives from multiple stakeholder groups in the system, as per the guidance from SIDT</p> <p>B Implementation Teams are integrated and compensatory: the requisite skills and</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Schedule of SSIP-related meetings⁶ 	<p>August 2018 – March 2018</p> <p>April 2018 – March 2019</p>

⁵ Stakeholder groups beyond the Core Group include Key Participants and Advisors, Extended Participants, Dissemination Networks. Source: *Leading by Convening Book*, pp 73-75.

⁶ SSIP-related meetings include those preceding the formal establishment of the RIITs, organized to exchange project-specific information with potential core team members and key participants at the regional level.

NYS SSIP Phase III, Year 2 – Evaluation Info

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
Implementation at SSIP Learning Sites (February 2018)	decisions, and engage stakeholders in meaningful ways that increase their commitment to the work <ul style="list-style-type: none"> ■ RIITs are focused on helping District Implementation Teams (DITs) build capacity, through the strengthening of implementation drivers, to support fidelity implementation of the NYS MTSS and capstone evidence-based practices (EBPs) at the building level ■ RIITs produce field resources, facilitation guides, and workplans involving regular communication with learning sites and multiple on-site visits per quarter 	capacity to support NYS MTSS implementation at the learning sites is distributed across the team <ul style="list-style-type: none"> C Recommended practices and structures for effective team functioning are well defined and used consistently D 100 percent of RIIT members review and agree on Team Guidance Document E RIITs convene at recommended frequency F RIITs achieve at least 85 percent attendance at each meeting G Over 85 percent of RIIT topics of discussion focus on strategic capacity building to support implementation H Co-created products have been communicated and made accessible 	<ul style="list-style-type: none"> • RIIT member rosters and selection protocols • Components of RIIT Team Guidance Document • RIIT meeting agendas, materials/presentations, attendance, minutes and summaries • Field resources, facilitation guides, and workplans 	April 2019 – March 2020 <i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i>
1.7 Establish the SSIP District Implementation Teams to Facilitate SSIP Implementation at the Building Level (April/May 2018)	<ul style="list-style-type: none"> ■ DITs are established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ■ DITs convene frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ■ DITs are focused on building capacity, through the strengthening of implementation drivers, to support building level teams, leaders and staff implementing the NYS MTSS and capstone EBPs ■ DITs help refine/customize implementation guides, and co-create with building implementation teams (BITs) workplans to support installation and effective implementation 	<ul style="list-style-type: none"> A DIT member rosters include well qualified representatives from multiple stakeholder groups in the system B Recommended practices and structures for effective team functioning¹ are well defined and used consistently C 100% of DIT members review and agree on Team Guidance Document D DITs convene at recommended frequency E DITs achieve at least 85 percent attendance at each meeting F Over 85 percent of DIT topics of discussion focus on strategic capacity building to support implementation G Co-created products have been communicated and made accessible 	Document review and content analysis using rubrics. Data sources: <ul style="list-style-type: none"> • Schedule of DIT meetings • DIT member rosters and selection protocols • Components of DIT Team Guidance Document • DIT meeting agendas, materials/presentations, attendance, minutes and summaries • Workplans, guides 	May 2018 – March 2019 April 2019 – March 2020 <i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i>
1.8 Establish the SSIP Building Implementation Teams to Implement	<ul style="list-style-type: none"> ■ BITs are established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups 	<ul style="list-style-type: none"> A BIT member rosters include well qualified representatives from multiple stakeholder groups in the system 	Document review and content analysis using rubrics. Data sources:	May 2018 – March 2019 April 2019 – March 2020

NYS SSIP Phase III, Year 2 – Evaluation Info

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
Effective Innovations Outlined in the SSIP (April/May 2018)	<ul style="list-style-type: none"> ■ BITs convene frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ■ BITs are focused on implementing the NYS MTSS with fidelity, and supporting instructional staff in using capstone EBPs with fidelity ■ BITs help refine/customize implementation guides, and co-create with DITs workplans to support installation and effective implementation 	<ul style="list-style-type: none"> B Recommended practices and structures for effective team functioning¹ are well defined and used consistently C 100 percent of BIT members review and agree on Team Guidance Document D BITs convene at recommended frequency E BITs achieve at least 85 percent attendance at each meeting F Over 85 percent of BIT topics of discussion focus on strategic capacity building to support implementation G Co-created products have been communicated and made accessible 	<ul style="list-style-type: none"> • Schedule of BIT meetings • BIT member rosters and selection protocols • Components of BIT Team Guidance Document • BIT meeting agendas, materials/presentations, attendance, minutes and summaries • Workplans, guides 	<p><i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i></p>
<p>1.9 SSIP Implementation Teams Develop Continuous Improvement Plans to Help Them Monitor Performance and Build Capacity (May/June 2018)</p>	<ul style="list-style-type: none"> ■ The SIDT, SLT, RIITs, DITs and BITs have developed Continuous Improvement Plans involving frequently collected, actionable data that can be used for improving team functioning ■ Team performance measures will assess (1) fidelity implementation of meeting structures and protocols; (2) participation and engagement; (3) productivity; (4) growth in capacity and individual competencies; (5) impact and reach ■ Capacity Assessments are developed for State, regional, and district-level teams to measure use and fidelity of implementation drivers' best practices 	<ul style="list-style-type: none"> A Continuous Improvement Plans were created collaboratively with input from all members of the team B 100 percent of Implementation Team members have agreed to the Continuous Improvement Plan C Continuous Improvement Plans document the following: the (five) areas targeted for improvement: evaluation questions, indicators, instruments, data collection processes/methods, and how data results will be shared and used D Each implementation team plans to engage in a short-cycle, team performance review/self-assessment activity at least once, quarterly or annually, depending on meeting schedule E Each team plans to participate in a Capacity Assessment⁷ at least once, annually [4.2] 	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Teams' meeting agendas, materials/presentations, attendance, minutes and summaries • Implementation Teams' Team Guidance Document or other plans • State, Regional, District Capacity Assessments (including protocols and guidance) 	<p>Feb. 2018 – March 2018</p> <p>April 2019 – March 2020</p>

⁷ Capacity Assessments measure how well education agencies (districts, regional education agencies, SEAs) are using evidence-based implementation practices as intended to support the use and scale-up of an innovation (the NYS MTSS). Performance indicators are derived from best practices found within the implementation drivers (Competency, Organizational, and Leadership) and other active implementation practices. Source: Dr. Caryn Ward (SISEP/NIRN).

Appendix B

Selection Criteria and Characteristics for SSIP Implementation Design Team (SIDT) Members and SIDT Workgroup Members

Selection Criteria and Characteristics

SIDT members have been intentionally drawn from a community of stakeholders within the SSIP Transformation Zone, with representatives from multiple levels of the system (State educational agencies, regional educational agencies, local educational agencies), and with connections to multiple constituencies (State policy-makers, regional school improvement specialists, district and school administrators, parents/advocates for students with disabilities).

This list of core characteristics for SIDT Workgroups was co-created during a meeting of the formative SIDT on October 5, 2017, facilitated by the National Implementation Research Network (NIRN)/State Implementation and Scaling up of Evidenced Based Practices Center's (SISEP') Dr. Caryn Ward. They are characteristics the team values in its members, and in the other agents working as an extension of the SIDT.

Members of these groups demonstrate all or most of the following:

- An understanding of culturally and linguistically responsive practice
- An understanding of the different roles of network professional development/technical assistance specialists
- An understanding of the local educational agency/school on the ground reality
- Knowledge of Implementation Science/Transformation Zones
- Knowledge of State education policy, regulation, and guidance
- Systems thinking
- Effective facilitation skills
- Excellent communication skills
- The ability to commit adequate time to the work
- Collaboration skills
- Knowledge of SSIP focal areas (multi-tiered systems of support, literacy, learning disabilities, etc.)
- An improvement mindset
- Data savvy
- An openness to change
- Passion about improving outcomes for students with disabilities

Source: SIDT Team Guidance Document, pp 8-9.

Appendix C
Current SSIP Implementation Design Team (SIDT) Members

Last	First	Position/Individual Role	Role/Affiliation	System Level
Bencosme	Lulu	Bilingual Outreach and Information Specialist, Hudson Valley SEPC	Network Partner	Regional
Brewer	Erin	Director, PBIS Technical Assistance Center	Network Partner	State
Corey	Suzanne	Project Manager, PDSS; Liaison for Data Workgroup	NYSED	State
Corrigan	Lily	Research Associate, Measurement Incorporated; SSIP Evaluator	Consultant	External
DeMato	Toni	Clinical Coordinator, Green Chimneys (ND School)	Green Chimneys	ND School
Foster	Mary	Interim Superintendent/Asst. Superintendent for Elementary Education, Peekskill Schools (R2); SIDT District Representative	Peekskill CSD	District
Granger	Noel	Supervisor, PDSS; SIDT Lead Facilitator	NYSED	State
Hernandez	Maria	Director, Technical Assistance Center on Disproportionality	Network Partner	State
Johnson	Belinda	NYC Regional Coordinator, SEQA	NYSED	Regional
Kelsh	Tom	Vice President, Measurement Incorporated; Principal Investigator, RSE-TASC PLC	Network Partner	External
Leone	Vincent	RSE-TASC Regional Coordinator (R1); SIDT Regional Representative; Liaison to R1 RIIT	NYSED	Regional
Marchant	Steve	Project Manager, PDSS; Liaison for Usable Innovations Workgroup	NYSED	State
Miller	Joan	Rtl Technical Assistance Center	Network Partner	State
Milliman	Kathleen	Upstate Regional Coordinator, SEQA	NYSED	Regional
Oboyski-Butler	Kathy	Senior Staff Developer and School Improvement Specialist, Measurement Incorporated; SSIP Project Manager	Network Partner	External
Smart*	Lori	Project Manager, PDSS; SSIP Project Manager; Liaison for PD/TA/Coaching Workgroup	NYSED	State

* Lead Facilitator

Source: SIDT Team Guidance Document

Appendix D
Evaluation Plan for Strategy I: Organizational Capacity Building

TABLE 3
Process Evaluation Matrix for Activities 2.1, 3.4, 3.5, and 5.1

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
2.1 Establish the SSIP Implementation Design Team (SIDT) (November 2017)	<ul style="list-style-type: none"> ■ SIDT is established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ■ SIDT convenes frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work 	<ul style="list-style-type: none"> A SIDT member roster includes well qualified representatives from multiple stakeholder groups in the system B Recommended practices and structures for effective team functioning¹ are well defined and used consistently C 100 percent of SIDT members review and agree on Team Guidance Document D SIDT convenes at least two times monthly 	Document review and content analysis using rubrics. Data sources: <ul style="list-style-type: none"> • Schedule of SSIP-related meetings² • SIDT member roster and selection protocol • Components of SIDT Team Guidance Document 	May 2017 – March 2018 April 2018 – March 2019 April 2019 – March 2020 <i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i>
3.4 Establish Specialized Content Area Workgroups (December 2017)	<ul style="list-style-type: none"> ■ SIDT establishes three workgroups – Usable Innovations, Data, Professional Development/Technical Assistance and Coaching – with a clear scope of work, set of goals, and a commitment from representatives of key stakeholder groups ■ Workgroups convene frequently to collaborate, document and communicate updates to SIDT 	<ul style="list-style-type: none"> I Workgroup member roster includes well qualified representatives from multiple stakeholder groups in the system J Recommended practices¹ and structures for effective team functioning are well defined and used consistently 	Document review and content analysis using rubrics. Data sources: <ul style="list-style-type: none"> • Schedule of workgroup meetings 	October. 2017 – March 2018 April 2018 – June 2018 <i>(or when workgroups conclude)</i>
3.5 Develop a Virtual Community Workspace (December 2017)	<ul style="list-style-type: none"> ■ SSIP Google Drive is created with folders for implementation teams 	<ul style="list-style-type: none"> E 100 percent of members on SSIP State-level teams have received access to guidance or technical assistance to help them use the Workspace. 100 percent of 	Document review and content analysis using rubrics. Data sources:	November 2017 - March 2018 April 2018 – March 2019

¹ Best practices identified in Implementation Science frameworks and Leading by Convening rubrics.

² SSIP-related meetings include those preceding the formal establishment of the SIDT, organized to exchange project-specific information with potential core team members and key participants at the State level.

Activities	Outputs Results of Activities	Performance Indicators Targets used to Assess Outputs	Measurement Data Collection Methods	Timeline
	<ul style="list-style-type: none"> ■ Guidance documents and technical assistance are created and provided to all SSIP stakeholders ■ SSIP Project Managers, Team Liaisons and Meeting Facilitators encourage stakeholders to utilize Workspace 	<p>members on SSIP State-level teams have accessed³ the Workspace</p> <p>F 100 percent of members on workgroups have actively contributed⁴ to the Workspace at least once</p>	<ul style="list-style-type: none"> • Records of communications sent to workgroup members 	<p>April 2019 – March 2020</p>
<p>5.1 Develop a Bidirectional Communication Protocol (January 2018)</p>	<ul style="list-style-type: none"> ■ Communication system of bidirectional pathways is installed to (1) reach three groups of stakeholders beyond the Core Group⁵, and (2) increase stakeholder commitment and engagement ■ Teams of stakeholders accept a shared accountability for developing and contributing to the communication system ■ Communication system includes performance indicators that can be monitored 	<p>E 100 percent of members on SSIP teams (Core Teams) have received explicit guidance about how, what, and why they need to communicate/engage with other stakeholder groups beyond the SSIP</p> <p>F There are liaisons linking the SSIP teams on the cascade</p> <p>G Established communication pathways have been used multiple times in both directions</p> <p>H There is evidence that each team has monitored/assessed their use of communication pathways and protocols</p>	<p>Document review and content analysis using rubrics.</p> <p>Data sources:</p> <ul style="list-style-type: none"> • Team member rosters • Team Guidance Docs • Meeting minutes/other materials referencing use of communication protocols • Project Manager Communication log 	<p>November 2017 - March 2018</p> <p>April 2018 – March 2019</p> <p>April 2019 – March 2020</p> <p><i>Some indicators reviewed quarterly as per Continuous Improvement Plan [1.9]</i></p>

³ Users who have accessed the Workspace are being defined as those who have received and opened the direct link to the Workspace.

⁴ Workspace activity is time stamped and logged by the specific action performed by the user. Member activities fall into two main contribution categories: (1) Adding/Altering Content (creating, uploading, sharing, editing, commenting) and (2) Organizing Content (renaming, moving, copying, or removing items).

⁵ Stakeholder groups beyond the Core Group include Key Participants and Advisors, Extended Participants, Dissemination Networks. Source: *Leading by Convening Book*, pp 73-75.

Appendix E

TABLE 1

Performance Indicator Results for Strategy I Activities Evaluated in Phase III, Year 2

*Rating	Indicator	Evidence Documenting Achievement of Indicator
4	1.1A	<p>SSIP Implementation Design Team (SIDT) member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <ul style="list-style-type: none"> ✓ SIDT members were considered qualified after meeting all or most of the 15 selection criteria. ✓ There is representation from multiple levels of the system and from multiple projects and expertise areas.
3	1.1B	<p>Recommended practices and structures for effective team functioning are well defined and used consistently</p> <ul style="list-style-type: none"> ✓ The SIDT Team Guidance Document defines core components of Terms of Reference Documents recommended by the National Implementation Science Center (NIRN). ✓ The results of the content analysis of SIDT meeting materials (agendas, minutes, etc.) revealed that most of the structures and practices for successful meetings were being used with consistency¹. ☐ The results of a comparative analysis of SIDT meeting minutes and the SIDT Team Guidance Document to three relevant Leading by Convening rubrics² revealed that a large number of the SIDT's documented practices mapped on to the lower two levels of the Depth of Interaction Matrix. These are the Informing Level and the Networking Level. Some documented practices mapped on to the Collaborating Level and some on the Transforming Level. A target for improvement will be for the team to adjust the documented practices and expectations so that they are more aligned with the upper two levels, to demonstrate increasing depth of interaction and meaningful engagement of stakeholder.
3	1.1C	<p>100 percent of SIDT members review and agree on Team Guidance Document</p> <ul style="list-style-type: none"> ✓ With the exception of the Communication Protocols, the rest of the draft Team Guidance Document was approved during the January 1, 2018 SIDT meeting. ☐ The draft SIDT Communication Protocols residing in the Team Guidance Document were put on the agenda for review and editing but were not yet approved; the discussion of Communication Protocols was tabled to allow a sub-group to explore additional communication strategies. Seven members of the SIDT consulted technical assistance partners about this subject on March 17, 2018. Those members plan to share the information they received at the next SIDT meeting.
2	1.1D	<p>SIDT convenes at least twice monthly (or approximately once every two weeks)</p> <ul style="list-style-type: none"> ☐ The SIDT has convened on five occasions in the three months from December 7, 2017 to March 15, 2018. The team is one meeting behind the target frequency; this is not considered a large discrepancy. ☐ On average, the team met at intervals of 15 business days (ranging from as few as seven to as many as 23 days in between). Thus, the team met approximately once every three weeks instead of once every two weeks.
4	1.1E	<p>SIDT achieves at least 85 percent attendance at each meeting</p> <ul style="list-style-type: none"> ☐ The SIDT achieved at least 85 percent attendance at each meeting.
4	1.1F	<p>100 percent of SIDT meetings focused primarily on topics related to strategic capacity building to support implementation</p> <ul style="list-style-type: none"> ✓ 100 percent of SIDT meetings focused primarily on topics related to strategic capacity building to support implementation based on a content analysis review.

¹ Seven critical components of successful meetings were identified: (1) grounding/engagement activity; (2) identifying meeting objectives/outcomes; (3) all members participate/all voices heard; (4) establish and review norms; (5) use sufficient consensus to make decisions; (6) collaborative activities to co-create new ideas and products; (7) a clearly defined action plan, listing the action item, person responsible, and timeline for completion. There had to be documented evidence that at least 6 of the 7 (85%) components were present in each meeting to be used with consistency.

² Leading by Convening Rubrics used for Comparative Analysis: Coalescing Around Issues Rubric, Ensuring Relevant Participation Rubric, Doing the Work Together Rubric. Source: Leading by Convening Book, pp.19, 27, 34.

*Rating	Indicator	Evidence Documenting Achievement of Indicator
1	1.1G	<p>Co-created products have been communicated and made accessible</p> <ul style="list-style-type: none"> ✓ The SSIP framework documents listed in the Deliverables Table for Strategy I have been created, including the Elevator Speech. ☐ Some documents do not show evidence of co-creation, wherein multiple members of the group contributed significantly to their development. ☐ Some documents need to be updated. ☐ During initial use of the Workspace, the SIDT experienced accessibility issues as a result of allowing too many different devices to access the drive with Google consequently forcing a password re-set. Consequently, those who do have access as administrators now must actively share permission with other non-administrator stakeholders to contribute or edit files. The documents reside in the SIDT folder on the Community Workspace, but it is unclear how many SSIP stakeholders outside the SIDT can access/use them. Moving forward, the evaluation team will ask each team (SIDT, Workgroups, SLT, etc.) to open each meeting with a brief survey to ascertain how many individuals they have provided access to the shared workspace.
4	1.2A	<p>Workgroup member rosters include well qualified representatives from multiple stakeholder groups in the system</p> <ul style="list-style-type: none"> ✓ Workgroup members were considered qualified after meeting all or most of the 15 selection criteria. ✓ There is representation from multiple levels of the system and from multiple projects and expertise areas on each of the three workgroups.
4	1.2B	<p>Recommended practices and structures for effective team functioning are well defined and used consistently</p> <ul style="list-style-type: none"> ✓ The workgroups were not required to create Team Guidance, but they were expected to establish norms and protocols to facilitate their work. Members of these groups were selected, in part, based on their collaboration skills which many have acquired through training and experience facilitating and participating in groupwork. This was evident in their use of practices and structures, which were aligned with the research. ✓ The results of the content analysis of workgroup meeting materials (agendas, minutes, etc.) revealed that most of the structures and practices for successful meetings were being used with consistency¹.
3	1.2C	<p>100 percent of workgroup members review and agree to norms, scope of work, goals, and timeline</p> <ul style="list-style-type: none"> ✓ The PD-TA-Coaching Workgroup and Data Workgroup reviewed and agreed to norms. ✓ The Usable Innovation Workgroup began discussing norms during the February 16, 2018 meeting and concluded that discussion during the March 1, 2018 meeting. Once agreed upon, both the PD-TA-Coaching Workgroup and Data Workgroup reviewed the norms during each subsequent meeting. ✓ In time, all workgroups were able to clarify their scope of work, goals, and general timeline for deliverables.
2	1.2D	<p>Workgroups convene at least twice monthly (or approximately once every two weeks)</p> <ul style="list-style-type: none"> ☐ The Usable Innovation Workgroup has met four times since December 21, 2017. There was a gap in meetings between January 16, 2018 and February 16, 2018. ☐ The PD-TA-Coaching Workgroup has met three times since December 19, 2017 – approximately once per month. ☐ The Data Workgroup met three times between January 4, 2018 and February 26, 2018, with another meeting scheduled March 23, 2018. There were a few four-week intervals where the workgroup only met once.
4	1.2E	<p>Workgroups achieve at least 85 percent attendance at each meeting</p> <ul style="list-style-type: none"> ✓ The Data Workgroup achieved 100 percent attendance across three meetings. ✓ The Usable Innovation Workgroup achieved 96 percent attendance across three meetings. ✓ The PD-TA-Coaching Workgroup achieved 89 percent attendance across three meetings.
4	1.2F	<p>100 percent of workgroup meetings focused primarily on topics related to defining and aligning components of an integrated system framework</p> <ul style="list-style-type: none"> ✓ 100 percent of workgroup meetings focused primarily on topics related to defining and aligning components of an integrated system framework.
4	1.2G	<p>Co-created products have been communicated and made accessible</p> <ul style="list-style-type: none"> ✓ Each Workgroup has co-created drafts of critical components/core features of their respective models to support the implementation of the innovation; all groups have shared these materials within their core teams; multiple products reside on the Workspace

*Rating	Indicator	Evidence Documenting Achievement of Indicator
		<ul style="list-style-type: none"> ✓ The Usable Innovations Workgroup has communicated draft products to the SIDT.
2	1.3A	<p>100 percent of members on SSIP State-level teams have received access to guidance or technical assistance to help them use the Workspace</p> <ul style="list-style-type: none"> ✓ The Workspace Technical Assistance folder was created on January 19, 2018 with two guidance documents to help users access and contribute to the Workspace. ✓ SIDT and Workgroup Liaisons received these documents to use to help guide their members. ☐ It is not clear if all State-level (SIDT) liaisons have shared the Workspace Technical Assistance folder with their respective stakeholder group members; however, in the case of the three Workgroups, members do not seem to need the guidance.
N/A	1.3B	<p>100 percent of members on SSIP State-level teams have accessed³ the Workspace</p> <ul style="list-style-type: none"> ✓ Some members have accessed the Workspace <p>*It is unclear if the online workspace allows accurate tracking of this activity; this indicator may need to be revised or assessed through a different measurement in Year 5.</p>
3	1.3C	<p>100 percent of members on Workgroups have actively contributed⁴ to the Workspace at least once</p> <ul style="list-style-type: none"> ✓ 100 percent of Data Workgroup members have contributed to the Workspace at least once over 13 weeks that the space has been active. Weekly maximum of 37 contributions made to the space; average of 11 contributions per week for 13 weeks. ✓ 100 percent of Usable Innovation Workgroup members have contributed to the Workspace at least once over 13 weeks that the space has been active. Weekly maximum of eight contributions made to the space; average of one contribution per week for 13 weeks. ☐ 56 percent of PD-TA-Coaching Workgroup members have contributed to the Workspace at least once over 13 weeks that the space has been active, as documented in the activity log.
	1.3D	<p>Multiple members from teams that meet twice monthly are contributing to the Workspace every week (this includes the SIDT, and the three Workgroups)</p> <ul style="list-style-type: none"> ☐ Five Workspace Administrators and one other member of the SIDT have contributed to the Workspace over the 13 weeks that the space has been active. As 60 percent of SIDT members have no record of contributing to the Workspace, the SIDT has charged the NYSED SSIP Project Manager with posting documents on the group's behalf or upon their request. ☐ Excluding the Workspace Administrator in the group, the Usable Innovation Workgroup has had more than one member contribute for two of the 13 weeks.
1	1.4A	<p>100 percent of members on SSIP teams (Core Teams) have received explicit guidance about how, what, and why they need to communicate/engage with other stakeholder groups beyond the SSIP</p> <ul style="list-style-type: none"> ☐ This type of explicit guidance is still in-process.
3	1.4B	<p>There are liaisons linking the SSIP teams on the cascade</p> <ul style="list-style-type: none"> ✓ There are designated liaisons who are members of two teams; it's their role to attend both meetings and report out on behalf of both teams. ☐ It is not yet clear how liaison linking will occur between RIITs, DITs and BITs; the SIDT needs to develop guidance.
1	1.4C	<p>Established communication pathways have been used multiple times in both directions</p> <ul style="list-style-type: none"> ☐ There is evidence of the bidirectional flow of communication; however much of that appears to be intra-group emailing and collaboration over the workspace. ☐ The SIDT needs to support increased communication between teams during the time between meetings; and the SIDT needs to strategize ways to communicate effectively with stakeholder groups outside the SSIP.

³ Users who have accessed the Workspace are defined as those who have received and opened the direct link to the Workspace.

⁴ Workspace activity is time stamped and logged by the specific action performed by the user. Member activities fall into two main contribution categories: (1) Adding/Altering Content (creating, uploading, sharing, editing, commenting) and (2) Organizing Content (renaming, moving, copying, or removing items).

*Rating	Indicator	Evidence Documenting Achievement of Indicator
0	1.4D	<p>There is evidence that each team has monitored/assessed their use of communication pathways and protocols</p> <p><input type="checkbox"/> This has not yet been established.</p>
4	1.5A	<p>SLT member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <p>✓ SIDT members were considered qualified after meeting all or most of the selection criteria.</p> <p>✓ There is representation from multiple NYSED offices and from Network Partners with relevant expertise.</p>
0	1.5B	<p>Recommended practices and structures for effective team functioning are well defined and used consistently</p> <p><input type="checkbox"/> The SLT was not required to create a Team Guidance Document; outside of reviewing norms, they have not yet established clearly defined structures and ways for working.</p> <p>*Once established, the consistency with which the SLT uses these practices and structures can be assessed.</p>
2	1.5C	<p>100 percent of SLT members review and agree to norms, mission and responsibilities, and goals</p> <p>✓ Members reviewed and agreed to norms at their first, and only, meeting to-date</p> <p>✓ The general mission and goals of the SLT were outlined by the facilitators; members indicated understanding and agreement with the purpose and value of the cross-stakeholder team.</p> <p><input type="checkbox"/> Individual and group responsibilities have yet to be clarified and committed to.</p>
N/A	1.5D	<p>SLT convenes at least three times annually</p> <p><input type="checkbox"/> The SLT has convened once on January 1, 2018.</p>
4	1.5E	<p>SLT achieves at least 85% attendance at each meeting</p> <p>✓ SLT achieved 89 percent attendance on January 5, 2018 (plus two guests).</p>
4	1.5F	<p>100 percent of SLT meetings focused primarily on topics related to strategic alignment of initiatives and the collective leveraging of knowledge and resources</p> <p>✓ Aside from the portion of the January 5, 2018 meeting dedicated to providing necessary background information about the SSIP, 100 percent of the other topics related to strategic alignment of initiatives and the collective leveraging of knowledge and resources.</p>
0	1.5G	<p>Co-created products have been communicated and made accessible</p> <p><input type="checkbox"/> The SLT has not yet been tasked with the co-creation of any documents; facilitators asked members to start thinking about connection between their work and the SSIP which is foundational work for the development of a crosswalk tool.</p>

*Rating Scale: 4 ▶ Meets ALL Criteria for Achievement 3 ▶ Meets MOST Criteria for Achievement 2 ▶ Meets HALF the Criteria for Achievement 1 ▶ Meets SOME Criteria for Achievement 0 ▶ Meets NONE of the Criteria for Achievement

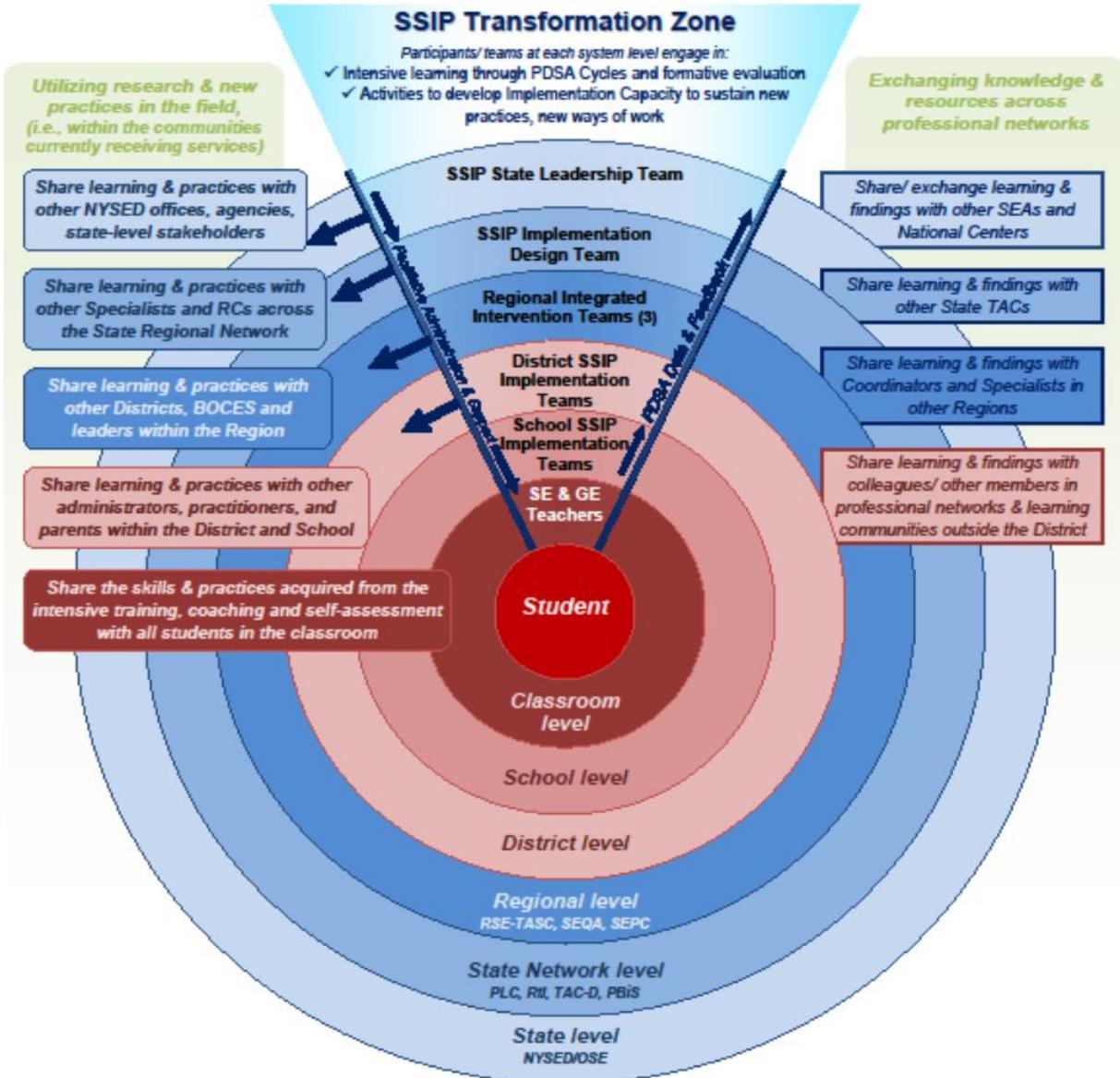
Appendix F

SSIP Transformation Zone

NYS State Systemic Improvement Plan (SSIP)

The Transformation Zone as a Learning Center: Extending the Impact of the SSIP

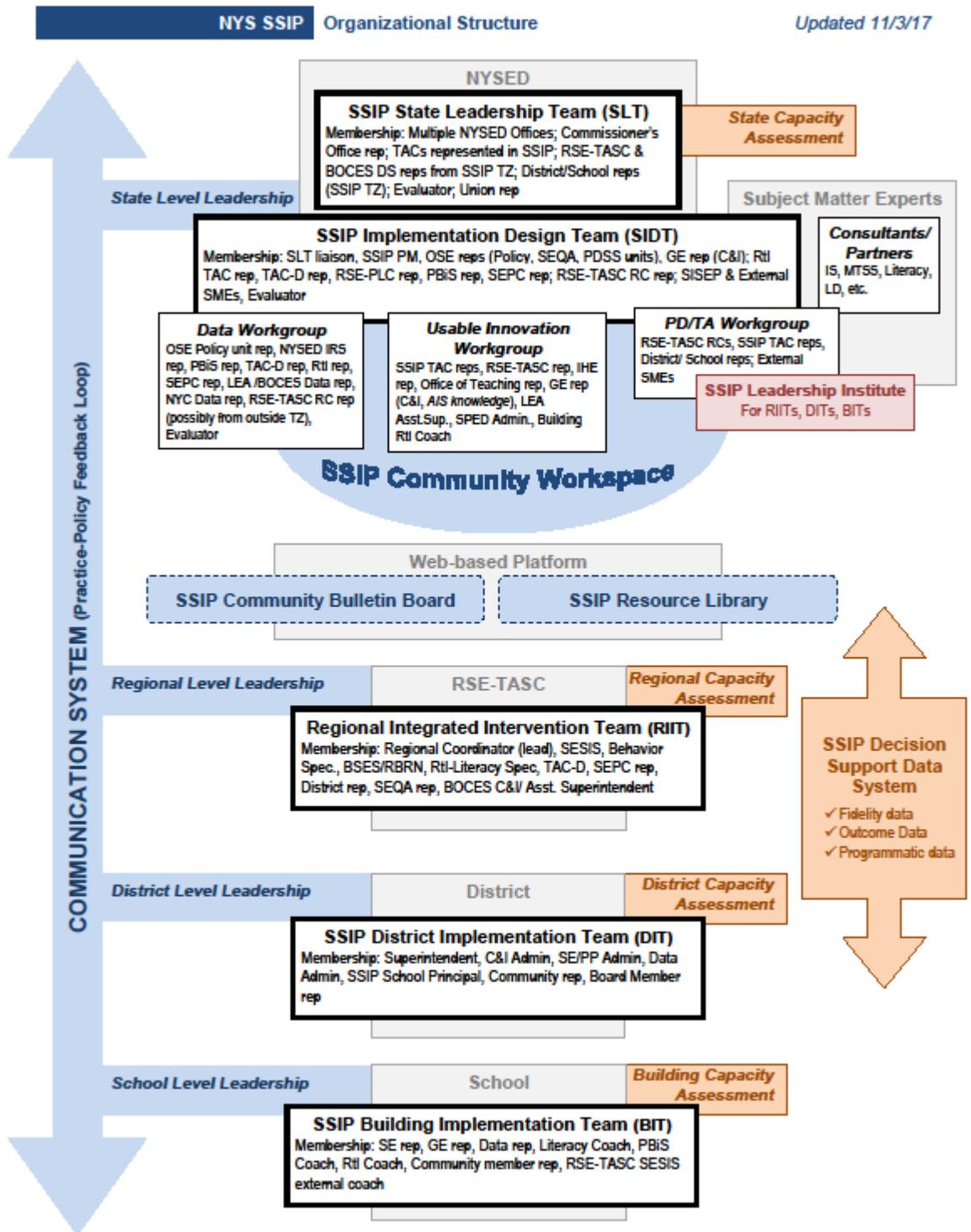
This graphic illustrates the implications for extending the immediate impact of the SSIP work, through the active, ongoing dissemination of learning and new practices, to stakeholders who are (A) inside the TZ Regions, not participating in the SSIP implementation, and (B) outside of the Transformation Zone



This active dissemination of knowledge enables SSIP participants/ teams to share with the rest of their community, the strategies, tools, and practices acquired through their engagement in the SSIP improvement activities, while beginning to create readiness in these communities for the eventual scale-up of the Integrated MTSS model.

Appendix G

SSIP Organizational Structure



Appendix H

SSIP Teams – Key Functions

NYS SSIP Key Functions of SSIP Teams

Updated 11.22.17

TEAM	ACRONYM	KEY FUNCTIONS
SSIP State Leadership Team	SSIP SLT	<ul style="list-style-type: none"> • To act as a representative Stakeholder Group at the state level • To make policy recommendations to the Commissioner • To learn from the SSIP implementation in the Transformation Zone and embed the NYS MTSS model across state offices • To coordinate the alignment of General Education and Special Education policies & initiatives (e.g., ESSA and SSIP) • To communicate out messages about funding, visibility, and support for the NYS MTSS model
SSIP Implementation Design Team <i>Overseeing the collaborative Workgroups:</i> 1. Usable Innovation 2. Data 3. PD/TA & Coaching	SIDT UI-WG D-WG PD-WG	<ul style="list-style-type: none"> • To lead the effort to operationalize the SSIP by demonstrating principles and best practices of Implementation Science and Leading by Convening • To design messaging & disseminate communications to help state stakeholders coalesce around the state's systemic improvement initiative • To develop and reinforce a common approach to implementation to help defragment systems, leverage resources and make it possible for the SEA and its funded initiatives to be more effective and more efficient • To help integrate the efforts and build the capacity of state level technical assistance providers to provide high quality, responsive and sustainable support to regional level agencies in the Transformation Zone • To define the integrated NYS MTSS model • To help establish and maintain an enabling context for implementation of the Integrated MTSS model in the Transformation Zone by collecting data and feedback from state and regional level implementation teams and sharing recommendations to policy makers on the SSIP SLT
Regional Integrated Intervention Team <i>One RIIT for each of the TZ Regions</i>	RIIT	<ul style="list-style-type: none"> • To continue to help build the capacity of District and Building Implementation Teams in the SSIP Transformation Zone (TZ) • To conduct a collaborative needs assessment & improvement planning process with SSIP Districts & Schools • To collect and share regional level data using protocols and procedures established in the SSIP Decision Support Data System • To facilitate the development of an SSIP Decision Support Data System at the District & School levels • To coordinate & deliver integrated, targeted on-site PD/ TA/ Coaching as outlined in the Comprehensive SSIP Training and Coaching Plans, and in accordance with districts' & schools' individual needs assessment & improvement plans • To engage in Rapid Cycle Problem Solving and Usability Testing and submit feedback to the SIDT
SSIP District Implementation Team	SSIP DIT	<ul style="list-style-type: none"> • To engage in the Leadership Institute PD sessions & online seminar series developed by the SIDT, RIITs & Subject Matter Experts (SMEs) • To participate in a targeted, cooperative needs assessment process, facilitated by the RIIT • To identify & commit resources to support MTSS implementation • To use tools, training and TA to update/ revise the district improvement plan (QIP) to support DIT and BIT meetings, PD workshops, on-site coaching, and capacity & fidelity assessment processes • To engage in the development of an SSIP-focused Decision Support Data System, facilitated by the RIIT, to collect and analyze fidelity data, programmatic data, and outcome data at the district level • To work to align the SSIP with other district initiatives (DTSDE, DCIP, ESSA, etc.) with guidance from the SIDT and RIIT • To develop and implement with families, a Community Engagement Plan to provide information and learning opportunities to the local communities; with guidance, PD & TA support from the SIDT and RIIT
SSIP Building Implementation Team	SSIP BIT	<ul style="list-style-type: none"> • To engage in the Leadership Institute PD sessions & online seminar series developed by the SIDT, RIITs and Subject Matter Experts (SMEs) • To participate in a targeted, cooperative needs assessment process, facilitated by the RIIT & SSIP DIT • To use tools, training and TA to update/ revise the school improvement plan (QIP) to support BIT meetings, PD workshops, on-site coaching, and capacity & fidelity assessment processes • To engage in the development of an SSIP-focused Decision Support Data System, facilitated by the RIIT & SSIP DIT, to collect and analyze fidelity data, programmatic data, and outcome data at the school level • To work to align the SSIP with other school initiatives with guidance from the RIIT and SSIP DIT • To implement the EBPs in the NYS MTSS model with fidelity at the classroom and building levels • To communicate up implementation feedback and improvement recommendations

Appendix I

SSIP Infrastructure

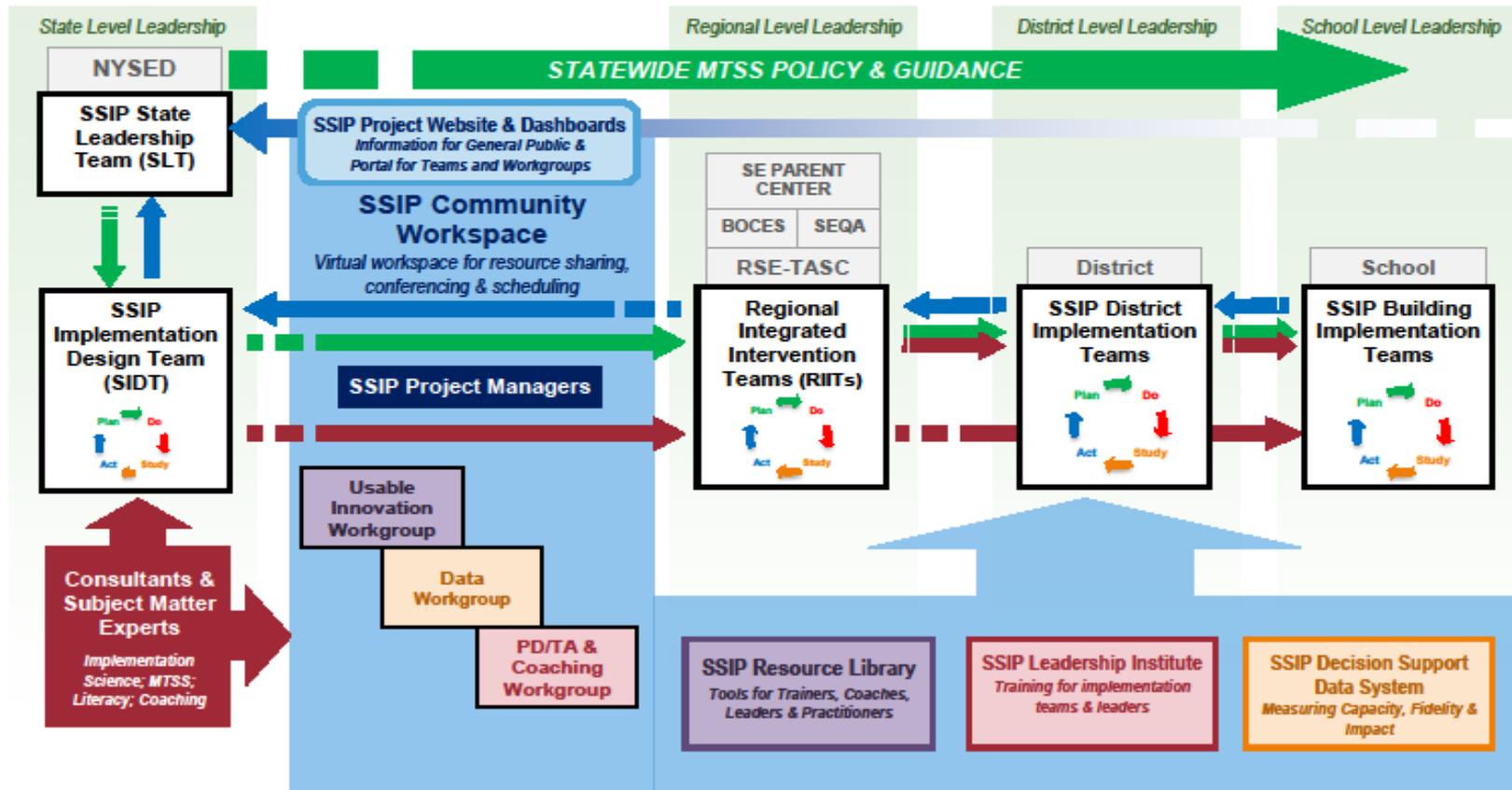
NYS SSIP Infrastructure Map

Updated 12/1/17

MAP OF SSIP INFRASTRUCTURE

- Pathways for communication, guidance & leadership
- Systems & spaces dedicated to information sharing, continuous learning & capacity building

LEGEND	
PATHWAYS	SYSTEMS & SPACES
Feedback from Implementation	Communication & Collaboration Spaces
Practice-informed Policy & Guidance	Data Systems
PD / TA Support	PD / TA Communities



Appendix J

SSIP Improvement Plan

Introduction

Measurement Incorporated (MI) created this planning document to assist the New York State Education Department's (NYSED) Office of Special Education in its effort to help guide the roll-out of Phase III of the State Systemic Improvement Plan (SSIP) and to incorporate early findings from the implementation of the Plan using Implementation Science.

This guidance is organized by the five Improvement Strategies that make up NYSED's SSIP. Each Strategy includes key activities, steps to complete activities, and a projected timeline for completion.

Overview of the NYS SSIP Improvement Plan

State Priorities for SSIP Phase III, Year 2

- Utilize frameworks and best practices from Implementation Science to strengthen and clarify the vision of the SSIP Improvement Plan, with an initial focus on building sustainable teaming structures and communication systems, and developing implementation capacity at each level of the system (Improvement Strategy I: Organizational Capacity Building)
- Define NYS's model for the Integrated, Culturally and Linguistically Responsive Multi-Tiered Systems of Support (MTSS) (Improvement Strategy II: Program and Resource Development)
- Engage in Exploration and Installation Stage Activities at the State, regional, and local levels to create readiness and set the stage for implementation of the Usable Innovation in SSIP Phase III, Year 3 (2018-19)



Exploration Stage Activities refer to the work of designing plans, organizing the change effort, and preparing the community. This includes creating implementation teams, identifying needs, resource mapping, defining innovations/evidenced based practices, developing strategic work plans, and communicating with stakeholders to build commitment and momentum.

Installation Stage Activities refer to the work of establishing operational guidance and putting structures into place to support initial implementation (i.e., making sure the innovation is ready to use). This includes resource accessing and allocating; training implementation teams; establishing structures, pathways, and spaces for communicating, collaborating, and decision-making; establishing data collection, analysis, and reporting systems; and establishing implementation tools and guidance materials tailored for groups of users.

SSIP Improvement Plan

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Improvement Strategy I: Organizational Capacity Building

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

Defining the strategic vision:

- Create an organizational structure of cascading, linked SSIP leadership and implementation teams at each level of the system with clear functions, standard protocols, and processes to carry out work
- Create a Practice-Policy Feedback System which articulates the vertical and horizontal pathways of linked communication protocols and accountability mechanisms for exchanging information up, down, and across the leadership structure
- Institutionalize leadership structures and practices focused on capacity building and continuous learning using fidelity assessment and improvement cycles



Improvement Activities

1.1 Establish SSIP Implementation Design Team (SIDT) to Lead the SSIP and Model Practices

(November 2017)

- Repurpose the SSIP Internal Leadership Team into the SSIP Implementation Design Team
- Develop a selection protocol to identify committee members: (1) develop selection criteria; (2) request nominations from the field; (3) produce a "Give-Get" for team members to consider and consent to ("Give" = Terms of participation; "Get" = value proposition)
- Finalize team membership; set a meeting schedule; review evaluation metrics and schedule
- Create SIDT Team Guidance Document including Terms of Reference, Norms, PDSA Improvement cycle process, Communication Protocols

1.2 Establish Specialized Workgroups to Help Inform the Design of the NYS MTSS Framework

(December 2017)

- Create Usable Innovation Workgroup, Data Workgroup, and Professional Development (PD)/Technical Assistance (TA) and Coaching Workgroup
- Workgroups are focused on identifying critical components to inform the design of effective innovations, a data system, training and coaching models, and aligning those to support the NYS MTSS framework

1.3 Develop a Virtual SSIP Community Workspace for SSIP Teams to Utilize to Advance the Work

(December 2017)

- SSIP Google Drive is created with folders for implementation teams
- Guidance documents and technical assistance are created and provided to all SSIP stakeholders
- SSIP Project Managers, Team Liaisons and Meeting Facilitators encourage stakeholders to utilize Workspace

1.4 Develop an Internal Communication System with Bidirectional Communication Pathways

(January 2018)

- SIDT and Project Managers will develop a system modeled after the Practice-Policy Feedback Loop linking communication protocols up and down the cascade
- SSIP teams will formalize their roles and responsibilities in this system through (1) the appointment of liaisons linking teams at the tiers above and below, and (2) the development of bidirectional communication protocols (what information, who prepares/receives, when, how?) and indicators of communication effectiveness (how will we know communication is working?)
- Project Managers, workgroup/team leads, and liaisons will facilitate communication up to the SIDT and across to other workgroups; they will also help create summaries of group/team progress for members to share out to their various constituencies¹
- SSIP Project Managers will help manage and monitor the communication system

1.5 Establish the SSIP State Leadership Team to Review Results and Learning from the SSIP and to Guide State Educational Agency Policy Alignment

(January 2018)

- Members are identified and invited; kick-off meeting is scheduled
- SSIP State Leadership Team develops an agenda and convenes multiple times per year

¹ "Engaging Everybody," *Leading by Convening Book*, 2014. pp 73-75.

1.6 Establish the Three Regional Integrated Intervention Teams (RIITs) to Support Implementation at SSIP Learning Sites (February 2018)

- Organize RIIT Planning Team (administrators) and Implementation Team (specialists); kick-off meeting is scheduled
- RIITs develop Team Guidance Document and a workplan; convene regularly

1.7 Establish SSIP District Implementation Teams (DITs) to Facilitate SSIP implementation at the Building Level

(April/May 2018)

- Repurpose District-level teams to support implementation of the NYS MTSS framework
- Develop Team Guidance Documents and a workplan with guidance from RIIT; convene regularly

1.8 Establish the SSIP Building Implementation Teams (BITs) to Implement Effective Innovations Outlined in the SSIP

(April/May 2018)

- Repurpose Building-level teams to support implementation of the NYS MTSS framework
- Develop Team Guidance Document and a workplan with guidance from RIIT; convene regularly

1.9 SSIP Implementation Teams Develop Continuous Improvement Plans to Help Them Monitor Performance and Build Team Capacity

(May/June 2018)

- The SIDT, State Leadership Team, RIITs, DITs, and BITs have developed Continuous Improvement Plans involving frequently collected, actionable data that can be used for improving team functioning
- Team functioning/efficacy measures will assess (1) fidelity implementation of meeting structures and protocols; (2) participation and engagement; (3) productivity; (4) growth in capacity and individual competencies; (5) impact and reach
- Capacity assessments are developed for State, regional, and district-level teams to measure use and fidelity of implementation drivers' best practices [See Activity 4.2]

Regional Integrated Intervention Teams (RIITs) will consist of a Planning Team made up of administrators who coordinate activities and services, and an Implementation Team made up of specialists who work directly with SSIP districts and schools.

Planning Team:

- RSE-TASC Coordinator
- SEQA Representative
- TAC-D Representative
- BOCES Superintendent
- SESIS Administrator (if applicable)
- RTI Literacy Specialist

Implementation Team:

- SESIS
- Behavior Specialist
- TAC-D Representative (as needed)
- Bilingual Special Education Specialist
- Special Education Parent Center Representative

RSE-TASC: Regional Special Education Technical Assistance Support Center

SEQA: Special Education Quality Assurance

TAC-D: Technical Assistance Center on Disproportionality

BOCES: Board of Cooperative Educational Services

SESI: Special Education School Improvement Specialist

RtI: Response to Intervention

RBE-RN: Regional Bilingual Education Resource Network

Strategy I Deliverables

ITEM	DESCRIPTION
SIDT Team Guidance Document	Terms of reference including norms, member roles, decision-making structures, etc.
Communication Protocols	Outline of communication pathways between the team in the SSIP cascade and the general public
SSIP Improvement Plan	Outline of key activities for Phase III, Year 2 (2017-18) and Phase III, Year 3 (2018-19) of the SSIP
SSIP Community Workspace	Google Drive with folders and guidance/technical assistance documents accessible to SSIP team members
SSIP Organizational Structure	Non-hierarchical representation of the proposed SSIP infrastructure, visualizing key structures, systems and processes
SSIP Team Key Functions	Reference document highlighting the key roles of each implementation team on the cascade
SSIP Infrastructure Map	Graphic representation of the cascading implementation teams and the stakeholder groups represented on those teams
SSIP Project Profile	Short description of project purpose, outcomes, and definitions of key terms
Guidance Documents	Guidance for the creation of SSIP State Leadership Team, RIITs, DITs, BITs
SSIP Progress Report	Annual Progress Report documenting (1) progress on various performance indicators in the SSIP, and (2) changes, updates, and revisions made to the SSIP as a result of ongoing implementation
State Capacity Assessment	Self-assessment tool measuring fidelity and strength of implementation drivers (indicators of an enabling context to support implementation) at the State level
Regional Capacity Assessment	Self-assessment tool measuring fidelity and strength of implementation drivers (indicators of an enabling context to support implementation) at the regional level
District Capacity Assessment	Self-assessment tool measuring fidelity and strength of implementation drivers (indicators of an enabling context to support implementation) at the district level

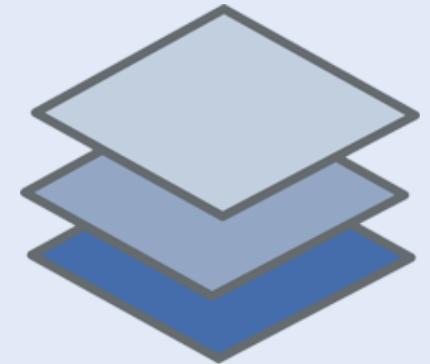
Improvement Strategy II:

Program and Resource Development

Define the NYS culturally and linguistically responsive MTSS model. Select and develop standard tools, resources, and guidance documents that can be readily accessed and used with fidelity by all NYS MTSS program leaders, trainers, and implementers.

Defining the strategic vision:

- Operationally define the NYS MTSS model using the Usable Innovation criteria: (1) Program has clear description with inclusion/exclusion criteria; (2) Program has clear essential functions that are evaluable; (3) Program has operational definitions of essential functions, from which Practice Profiles can be created to promote consistency, replicability, and scale-up; (4) Program has fidelity assessments that are practical to administer and provide evidence of effective innovation use
- Inventory tools, resources, and guidance documents currently in use and check them for alignment with the program model definition; replace, modify, or append as needed with the goal of integrating to eliminate redundancy
- All products will be loaded onto a web-based resource platform; all products will have associated guidance documents/samples/models with instructions for use, and practical performance assessments to check fidelity implementation
- NYS MTSS implementation resources will be customized and made available to ALL leaders, trainers, and program implementers: State-level trainers and TA providers; regional-level trainers, coaches, and specialists; district-level instructional leaders and coaches; school-level instructional leaders, coaches, and classroom teachers



Improvement Activities

2.1 Define the NYS MTSS Framework

(March 2018)

- Usable Innovation Workgroup conducts a research review to identify current models of MTSS; considers fit and feasibility for learning sites in the SSIP Transformation Zone and NYS
- Usable Innovations Workgroup defines critical components of NYS MTSS and operationalizes the framework for all program leaders, trainers, and implementers inside the SSIP Transformation Zone
- SIDT reviews and finalizes the definition of the NYS MTSS Model to be implemented in the SSIP Transformation Zone

2.2 Define Capstone Evidence-based Practices (EBPs) to support Literacy, SEDL² and SDI³ Within the NYS MTSS

(May/June 2018)

- Collaborate with NYS SSIP TAC Partners to review literature and inventory resources; check alignment with the NYS MTSS framework
- SIDT will consult with workgroups, RIITs and DITs to define capstone practices inside the NYS MTSS

2.3 Create a Web-based NYS MTSS Resource Library to Store and Share Resources Developed for the SSIP

(June/July 2018)

- SIDT will create and maintain the library with products developed by the workgroups and RIITs, and refined by the DITs and BITs through usability testing
- SSIP teams will have access and be able to share materials with leaders and staff implementing the usable innovation

2.4 Develop a Comprehensive Set of Implementation Tools

(August 2018)

- SIDT consults with workgroups, RIITs and DITs to design practical, integrated implementation tools, data collection tools, and guidance materials
- Priority materials will be ready by the summer training at the Leadership Institute

NYS Technical Assistance Center (TAC) Partners participating in the SSIP:

- Positive Behavioral Intervention and Supports (PBIS) TAC
- Response to Intervention (RtI) TAC
- Technical Assistance Center on Disproportionality (TAC-D)
- Regional Special Education Technical Assistance Support Centers (RSE-TASC)
- Special Education Parent Centers (SEPC)

Capstone practices are the evidence-based practices identified by the State stakeholders to focus on during initial implementation. Training, coaching, and evaluation will target these specific practices. EBPs in Literacy, SEDL, and SDI within the NYS MTSS are the focus because they are aligned with the SIMR and SSIP student-level outcomes. Recent findings from SISEP* revealed that states that identified capstone practices as part of their SSIP were more successful in their strategic implementation and evaluation efforts than states that left the selection of the EBPs up to local agencies. It has proven difficult to provide targeted training and coaching and to adequately resource teams and practitioners who are implementing a wide variety of different usable innovations.

*SISEP: State Implementation and Scaling-up of Evidence-based Practices

Source: Dr. Caryn Ward from NIRN/SISEP (SSIP State Leadership Team Meeting at NYSED, January 1, 2018)

Usability Testing consists of a planned series of tests of an innovation or implementation processes. It makes use of a series of PDSA* cycles to refine and improve the innovation elements and implementation processes. It is used proactively to test the feasibility and impact of a new way of working prior to rolling out the innovation or implementation processes more broadly, and prior to conducting an evaluation of the innovation.

*PDSA: Plan, Do, Study, Act

Retrieved from: <http://implementation.fpg.unc.edu/module-5/topic-2-usability-testing>

² SEDL: Social Emotional Development and Learning

³ SDI: Specially Designed Instruction

Strategy II Deliverables

ITEM	DESCRIPTION
NYS MTSS Framework Critical Components	A list with clear descriptions of the essential core components of the NYS MTSS
NYS MTSS Resource Library	An online platform hosting resources for NYS MTSS implementation guides, practical fidelity assessments, relevant research, and presentations
Practice Profile for School-wide NYS MTSS Implementation	Rubric defining performance behaviors/activities for building leaders and building-level teams implementing the NYS MTSS
Practice Profiles for EPBs for General Education Teachers and Specialists Leading Instruction	<p>Rubrics defining performance behaviors/activities for building instructional staff implementing EPBs in the NYS MTSS. This includes:</p> <ul style="list-style-type: none"> ■ Literacy EPBs (Rtl TAC helps to define components) ■ SEDL EPBs (PBIS helps define components) ■ SDI EPBs (defined by literature and guidance created by RSE-TASC SDI Specialists that are currently in use in NYS) <div data-bbox="1331 565 1999 881" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Practice Profiles identify the core components of an innovation and describe the key activities that are associated with each component. Practice profiles enable a program to be teachable, learnable, and doable. A typical rubric defines each component into at least three categories: expected behavior, developmental variations of the behavior, and unacceptable variations of the behavior.</p> <p><i>Retrieved from: http://implementation.fpg.unc.edu/resources/lesson-3-</i></p> </div>
NYS MTSS Data Collection Tools for Implementation at the Building Level	Guidance for collecting, using, and communicating NYS MTSS student-level data elements; Practical Performance Fidelity Assessments for teachers and school leaders; School-wide Program Fidelity Assessment

Improvement Strategy III:

Professional Development, Technical Assistance and Coaching

Create a coherent model of professional development, technical assistance, and coaching that is integrated, targeted, systematic, and comprehensive in design and provided to all program leaders, trainers, and implementers at each system level.

Defining the strategic vision:

- Redesign the current system to create a coherent, well-defined model of PD, TA and Coaching which aligns with the NYS MTSS Model and Implementation Science best practices
- PD integrates multiple content areas and multiple training and support methods
- PD, TA, and Coaching is designed using needs assessment data and consists of appropriate content and intensity for the target audience
- PD, TA, and Coaching is ongoing and evaluated regularly
- PD, TA, and Coaching is provided to State-level trainers (TAC staff developers), regional trainers (coaches, specialists), and district- and building-level implementers (instructional leaders, instructional staff, coaches)



Improvement Activities

3.1 Define the PD and Coaching Delivery Models to Use to Support Implementation of the NYS MTSS

(March 2018)

- PD-TA-Coaching Workgroup conducts a research review to identify current PD-coaching models; considers fit and feasibility for learning sites in the SSIP Transformation Zone and NYS
- PD-TA-Coaching Workgroup defines critical components of high quality PD and Coaching to support implementation of the NYS MTSS
- SIDT and PD-TA-Coaching Workgroup collaborate to operationalize critical components into Practice Profiles for NYS MTSS trainers

3.2 Develop a Comprehensive SSIP Training Plan

(April/May 2018)

- Use MTSS Practice Profiles to identify content components and structures for Foundational Training in Phase III, Year 3 (2018-19) for the first cohort responsible for initial implementation of the NYS MTSS
- SIDT, with consultation from the PD-TA-Coaching Workgroup, designs Training Framework targeting three layers of implementers:
 - Layer 1:* State and regional-level trainers (TAC Staff Developers, RIIT specialists). Training will be coordinated by NYSED and the NYS SSIP TAC Partners, with input from the RIIT Planning Team, and will include PD delivered by national subject matter experts.
 - Layer 2:* SSIP district and building instructional leaders and implementation teams. Training will be coordinated by the State and RIIT Planning Team as part of the MTSS Leadership Institute.
 - Layer 3:* District/building-level instructional staff responsible for implementing the NYS MTSS and EBPs in SDI, Literacy, and SEDL (all staff). Training will be coordinated by district administrators as part of their annual PD, with collaboration from RIITs.
- Professional Learning Needs Assessments⁴ are administered to trainees prior to training events by the teams coordinating those events
- Training events will be evaluated using instruments approved by the SSIP SIDT

MTSS Leadership Institute is a sequential, targeted training program designed for the District and Building Implementation Teams participating in the SSIP. The goals of the Institute are (1) to provide in-person and virtual learning experiences that help DITs and BITs implement the NYS MTSS with fidelity; and (2) to develop a cohesive, collaborative Cohort of Learning Sites by nurturing relationships between sites and empowering participants to be leaders and agents of change.

Possible Leadership Institute Training Topics:

Operationalizing NYS MTSS as a Usable Innovation; RtI Literacy (definitions, critical elements, operational steps/Practice Profiles, fidelity tools); PBIS (definitions, critical elements, operational steps/Practice Profiles, fidelity tools); inclusive cultures/culturally responsive education; defining, goal setting, measuring student outcomes; data systems; coaching models; identifying Bright Spots.

3.3 Develop a Comprehensive SSIP Coaching Plan

(June 2018)

- SIDT and PD-TA-Coaching Workgroup collaborate to operationalize critical components into Practice Profiles for NYS MTSS Coaches. Use the following guidance: *Building a Coaching System: Considerations and Best Practices*, recommendations for the SIDT from Dr. Caryn Ward⁵.
- SIDT, with consultation from the PD-TA-Coaching Workgroup, develops definitions for coaching, targeting three layers of implementers of the NYS MTSS:
 - Layer 1:* Coaching for RIIT specialists.
 - Layer 2:* Coaching for SSIP district and building instructional leaders and implementation teams.
 - Layer 3:* Coaching for district/building-level instructional staff responsible for implementing the NYS MTSS and EBPs in SDI, Literacy, and SEDL.

3.4 Provide Foundational Training in Initial Implementation of the NYS MTSS for Teams in the SSIP Transformation Zone

(September 2018)

- Train RIITs. Representative members from the SIDT and workgroups attend regional trainings; communicate summary of training content back to SIDT
- Train DITs and BITs and leaders
- Train district/building-level instructional staff

⁴ Data collection instruments need to meet criteria developed by the SSIP SIDT and must be reviewed and approved by the SIDT prior to use.

⁵ Located in the SSIP Community Workspace: PD-TA-Coaching Workgroup/Resources.

3.5 Provide Continuous, Targeted Technical Assistance and Coaching for Teams in the SSIP Transformation Zone

(April 2017 - April 2020)

Coaching Service Delivery Plans describing the structured support for each team/group of implementers:

- SIDT: scheduled in-person or virtual TA from national subject matter experts
- RIITs: scheduled on-site coaching and virtual TA
- DITs and BITs and leaders
- District/building-level instructional staff

Strategy III Deliverables

ITEM	DESCRIPTION
PD and Coaching Model Critical Components	A list with clear descriptions of the essential core components of high quality PD and Coaching to support fidelity implementation of the NYS MTSS and Capstone Practices
Practice Profiles for NYS MTSS Trainers	Rubrics defining performance behaviors/activities for State and Regional Trainers providing PD to regional, district and building implementation teams, and building-level instructional staff <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px; background-color: #e6f2ff;"> <p>Practice Profiles identify the core components of an innovation – in this case, PD and Coaching Methodologies – and describe the key activities that are associated with each component. Practice Profiles enable a set of practices to be teachable, learnable, and doable. A rubric defines each component into three categories: expected behavior, developmental variations of the behavior, and unacceptable variations of the behavior. <i>Retrieved from: http://implementation.fpg.unc.edu/resources/lesson-3-practice-profiles</i></p> </div>
Practice Profiles for NYS MTSS Coaches	Rubrics defining performance behaviors/activities for State and regional coaches providing on-site support to regional, district and building implementation teams, and building-level instructional staff
Comprehensive NYS MTSS Training Plan *Includes Leadership Institute Plans	Annual plan mapping out (usually quarterly) the coordinated, integrated professional development events and activities to train State, regional, district and building-level implementation teams, leaders and practitioners
Comprehensive NYS MTSS Coaching Plan	Annual plan mapping out of the coordinated, integrated service delivery plans and schedules of on-site and virtual coaching activities to support regional, district and building-level implementation teams, leaders and practitioners

Improvement Strategy IV:

Needs Assessment, Improvement Planning and Monitoring

Create an integrated and targeted capacity/needs assessment process and a Decision Support Data System to monitor implementation and outcomes, inform decision-making, and guide improvement planning processes.

Defining the strategic vision:

- Develop/refine tools and processes for assessing implementation capacity at three system levels: State, regional and district
- Build capacity to monitor progress by designing a Decision Support Data System to collect, and make actionable, critical types of data: fidelity data (practitioners' use of EBPs, school-wide program implementation), and student data (risk, progress, outcomes)
- Collaborate with learning sites to use data for continuous improvement planning and goal setting



Improvement Activities

4.1 Establish a Decision Support Data System and Evaluation Plan for Collecting, Analyzing, and Reporting Actionable MTSS Data

(September 2018)

- Data Workgroup recommends to the SIDT critical components for the MTSS Decision Support Data System to collect types of data collected:
 - Type 1:* Student-level data (screening, formative, interim, outcome, progress monitoring, diagnostic)
 - Type 2:* Practitioner data (use and fidelity of EBPs within NYS MTSS)
 - Type 3:* School-wide NYS MTSS implementation data (infrastructure supports, PD evaluations)
 - Type 4:* District/system-level capacity data (use and fidelity of EBPs to support MTSS implementation)[Collected using Capacity Assessments – see Activity 4.2]
- SIDT collaborates with RIITs and DITs to create an annual data collection plan with (1) practical, valid, and reliable tools to use, (2) a schedule for collection, and (3) roles and responsibilities for the site-based Data Mentor/Data Coordinator
- Districts adopt data protocols to inform decision-making and continuous improvement

4.2 Administer Implementation Capacity Assessments to SSIP System-level Teams (DITs, RIITs and SIDT)

(May-July 2018)

- Specialists from RIITs help prepare⁶ DITs to complete the District Capacity Assessment and facilitate the process
- Regional Planning Team members help prepare RIITs to complete Regional Capacity Assessment
- Project Managers and Team Leaders help prepare the SIDT to complete the State Capacity Assessment

4.3 Collect Comprehensive Baseline Data and Update Improvement Plans

(September 2018)

- BITs collect Type 1, 2, and 3 baseline data; BITs set goals and benchmarks for the year
- DITs collect Type 4 baseline data [4.2] and set goals and benchmarks for the year
- RIITs collect Type 4 data [4.2] and set goals and benchmarks for the year

4.4 Develop MTSS Data Dashboards

(December 2018)

- Implementation Teams (SIDT, RIITs, DITs, BITs) create dashboards to communicate progress using indicator data (capacity, reach, fidelity, impact)

Capacity Assessments measure how well education agencies (districts, regional education agencies, State education agencies) are using evidence-based implementation practices as intended to support the use and scale-up of an innovation (the NYS MTSS). Performance indicators are derived from best practices found within the implementation drivers (Competency, Organizational, and Leadership) and other active implementation practices.

Source: Dr. Caryn Ward

⁶ Preparation activities include delivering an overview of the tool [developed in Activity 1.9] explaining the purpose for collecting this type of data, how it can be used, and what the assessment process entails; formulating a list of the documentation to use as supporting evidence; and scheduling a time for the team to participate in the assessment process.

Strategy IV Deliverables

ITEM	DESCRIPTION
Critical Components of NYS MTSS Data System	A list with clear descriptions of the essential Type 1, 2, 3, and 4 data elements to be collected and entered into the MTSS Decision Support Data System
Comprehensive Data Collection Plan	Annual plan mapping out (usually quarterly) the data collection activities at the State, regional, district and building levels, including when data will be collected, who is responsible for collecting it, how it will be collected, and the instruments used, and how it will be communicated
Baseline Data Reports	Baseline data collected from State, regional, district and building-level implementation teams, loaded into the MTSS Decision Support Data System in a way that can be accessed and used for periodic comparison to monitor progress toward benchmarks
MTSS Data Dashboards	Performance metrics displayed in consumable visuals, accessible online, updated quarterly or as needed

Improvement Strategy V:

State Educational Agency-Local Educational Agency Partnership and Community Engagement

Establish a collaborative partnership with SSIP Learning Sites; build a NYS MTSS Community of Practice to engage stakeholders in the co-creation of plans, resources, and activities to support learning around MTSS

Defining the strategic vision:

- Establish a collaborative partnership agreement between State/regional teams and learning sites articulating a clear, shared understanding about what the State will provide and what the districts and buildings will provide
- Facilitate with the Cohort of Learning Sites, the establishment of an MTSS Community of Practice where SSIP participants and interested stakeholders can continuously engage in discussions, information sharing, and collaboration related to MTSS implementation
- Leverage existing structures and expertise from regional parent centers and local parent organizations to create/refine communication protocols and collaborative engagement activities to involve parents in MTSS



Improvement Activities

5.1 Engage in Ongoing Communication with SSIP Learning Sites to Help Create Readiness for Implementation

(September 2017 – August 2018)

- SIDT and workgroups communicate with SSIP sites and stakeholders
- RIITs communicate with SSIP Learning Sites and stakeholders

5.2 Create a Collaborative Partnership Agreement Between the State and the SSIP Learning Sites Establishing Mutual Understanding and Commitments

(April 2018)

- SIDT collaborates with stakeholders to design the **Partnership Agreement** to participate in the SSIP project
- The agreement summarizes key activities and uses operational definitions described in this revised NYS SSIP Improvement Plan so that the two documents are aligned
- The agreement is formalized and signed in a meeting facilitated by the RIIT; signatures are required from the District Superintendent and Building Principal

The **Partnership Agreement** outlines the known scope and parameters of the State's and district's active participation in the SSIP project. It is similar to a Memorandum of Understanding (MOU) traditionally used to establish the terms of a contract between two agencies, but with a couple of key differences. The Partnership Agreement: (1) can be customized to fit each district as long as the State approves and the standard, critical components of the agreement are in place; and (2) requires annual review, and a process for revising, as needed. District Implementation Teams review adherence to the Partnership Agreement as part of the annual District Capacity Assessment and send results/recommendations from this review to the District Superintendent.

5.3 Create a Public Website for Communicating SSIP Project Information

(May 2018)

- SIDT designs website⁷ to target stakeholders inside the SSIP Transformation Zone, as well as the wider statewide audience
- Website has capacity to add interactive features (surveys, polls, etc.)
- Website will provide a clear method for communicating feedback, asking questions, and requesting information from SSIP project leaders

5.4 Develop a NYS MTSS Community of Practice to Support Interactive Learning About MTSS in the SSIP Transformation Zone

(October 2018)

- Plan virtual and in-person activities to build the identity of the cohort as a unified MTSS Learning Community – or a Community of Practitioners of the NYS MTSS
- Refer to activities listed in Building Engagement section of *Leading by Convening*⁸ resource (pp 83-84).

Communities of Practice (CoPs) are defined by Etienne Wenger as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." A CoP consists of (1) an identity defined by a shared **domain** of interest; (2) a **community** of members within a specific domain who engage in shared activities and learn together; and (3) members who are **practitioners**, developing a shared repertoire of resources over time.

5.5 Support the Organization of District-driven Activities to Engage Parents from the Local Communities in Learning About and Contributing to the MTSS Movement

(December 2018)

- SIDT consults with Special Education Parent Centers and other community engagement experts to explore best practices for engaging parents in learning activities
- SIDT collaborates with RIITs, DITs, and BITs to support activities, evaluate process and impact of activities, and develop guidance for sustainability and replication

⁷ Temporary site: <https://sbuch22.wixsite.com/ssip>

⁸ IDEA Partnership, 2014. Retrieved from: <http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf>

Strategy V Deliverables

ITEM	DESCRIPTION
Documentation of Engagement with Learning Sites	Communication logs, site visit records, or other documentation of evidence of engagement with SSIP district and building staff and leaders
Partnership Agreement Between State and SSIP Learning Sites	Document aligned with the SSIP project activities outlining the commitments required from the State and local education agencies participating in the SSIP; includes guidance about acceptable variations/customization and requirement for annual review process
Public Website for NYS SSIP	Website communicating relevant, up-to-date information for stakeholder groups inside and outside the SSIP Transformation Zone
Design for NYS MTSS Community of Practice	List of development activities and design elements for the NYS MTSS Community of Practice
Plans for District-driven Parent Engagement Opportunities	Guidance/planning documents outlining NYS MTSS learning activities and engagement events designed with and for parents in SSIP Learning Sites

Appendix K – SSIP Logic Model

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

For students classified as students with learning disabilities at SSIP Learning Sites in 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

INPUTS	Strategy I: Organizational Capacity Building				LONG-TERM OUTCOMES
	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	
<p>Staff/Human Resources</p> <ul style="list-style-type: none"> ➤ NYSED/Office of Special Education (OSE) Central and Regional Office Leadership and Staff ➤ NYSED/OSE Technical Assistance (TA) and Professional Development (PD) Networks ➤ Integrated Intervention Teams (RSE-TASC/Diagnostic Tool for School and District Effectiveness (DTSDE) Review) ➤ NYSED/OSE Parent Centers ➤ Federal TA Centers (e.g., National Center on Improving Literacy) ➤ NYS Institutions of Higher Education (IHE) <p>Stakeholder Groups</p> <ul style="list-style-type: none"> ➤ Commissioner's Advisory Panel for Special Education ➤ Youth Advisory Panel ➤ Parents ➤ Other NYSED Offices (Accountability, Bilingual Education and World Languages, Student Support Services, Early Learning) <p>Funding</p> <ul style="list-style-type: none"> ➤ Federal, State, and local personnel development and school improvement funds 	<ul style="list-style-type: none"> ■ Establish the SSIP Implementation Design Team (SIDT) to lead the SSIP and model evidence-based practices to support implementation ■ Establish specialized Workgroups to help inform the design of the NYS MTSS framework (Usable Innovations, Data, PD-TA-Coaching) ■ Develop a virtual SSIP Workspace for SSIP teams to utilize to advance the work ■ Develop an internal communication system with bidirectional communication pathways ■ Establish the SSIP State Leadership Team (SLT) to review results and learning from the SSIP and to guide State educational agency (SEA) policy alignment ■ Establish Regional Integrated Intervention Teams (RIITs) to support implementation at SSIP Learning Sites ■ Establish District Implementation Teams (DITs) to facilitate implementation at the building level ■ Establish Building Implementation Teams (BITs) to implement effective innovation outlined in the SSIP <p>SSIP implementation teams develop Continuous Improvement Plans to help them monitor performance and build team capacity</p>	<ul style="list-style-type: none"> ■ The SIDT is established, uses effective team practices, and builds infrastructure and implementation capacity to support the SSIP ■ The Workgroups are established, use effective team practices, and identify critical components of an effective innovation, data system and training and coaching model for the SIDT ■ An SSIP Workspace is created and used by implementation team members to collaborate and co-create ■ A communication system is installed, and bidirectional pathways are used with fidelity ■ The SLT is established, uses effective team practices, and builds capacity for scaling up the NYS MTSS ■ The RIITs are established, use effective team practices, and help DITs build capacity to support implementation of the NYS MTSS ■ The DITs are established, use effective team practices, and help BITs build capacity to support implementation of the NYS MTSS ■ The BITs are established, use effective team practices, and implement the NYS MTSS and capstone EBPs <p>The SSIP teams have developed Continuous Improvement Plans involving frequently collected, actionable data used for improving performance</p>	<ul style="list-style-type: none"> ■ There is improved collaboration and communication across NYSED offices and between State, regional and district-level implementation teams ■ There is increased system coherence, collective understanding, and shared ownership of the NYS MTSS framework and capstone EBPs ■ There is increased coordination and reduced duplication of effort in the planning and provision of services to learning sites from State and regional PD/TA Networks <p>There is increased satisfaction among leaders, stakeholder representatives and team members with the organizational structures and processes providing governance</p>	<ul style="list-style-type: none"> ■ Adaptive, facilitative policies and plans are in place at the State and regional levels to support sustainability and scale-up of the NYS MTSS framework <p>There is increased alignment and collective reinforcement of NYSED's priorities and initiatives</p>	<p>System Level Outcomes</p> <ul style="list-style-type: none"> ➤ There is increased organizational capacity (high functioning teams) and improved infrastructure (facilitative support systems) at the State, regional and local levels to support and sustain implementation of the NYS MTSS ➤ NYS formally adopts the integrated, culturally and linguistically responsive MTSS as the statewide model ➤ RIITs have increased their capacity to support local educational agencies (LEAs) in the planning of and progress toward school improvement goals ➤ SSIP districts increase their capacity to support building-level implementation of the NYS MTSS (begin scale-up) ➤ SSIP schools increase fidelity implementation of the NYS MTSS

Appendix K – SSIP Logic Model

INPUTS	Strategy II: Program and Resource Development				LONG-TERM OUTCOMES
<p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ➤ Blueprint for Improved Results for Students with Disabilities ➤ DTSDE Reports/School Comprehensive Improvement Plan (SCEPs)/Quality Improvement Plans (QIPs) ➤ Evidence-based programs, fidelity guides, and information (including quality indicators on MTSS and EBPs, OSE web-based resources, etc.) ➤ Valid, reliable benchmark and progress monitoring tools ➤ Culturally responsive education guidance ➤ Social emotional development and learning (SEDL)/positive behavioral interventions and supports (PBIS) guidance ➤ Parent Center Resources ➤ SEA-LEA Partnership Agreements/MOUs <p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> ➤ Student-level data systems (LEAs, RICs, IRS, etc.) ➤ Other data warehouses 	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	<p>Student Level Outcomes <i>at Cohort 1 Learning Sites</i></p> <ul style="list-style-type: none"> ➤ An increased percentage of K-5 students with learning disabilities remain in their classrooms for core instruction ➤ K-5 students with learning disabilities increase their performance level on specified benchmark assessments ➤ K-5 students with learning disabilities demonstrate increased engagement and improved behavior ➤ K-5 students with learning disabilities in cultural and linguistic sub-groups demonstrate increased engagement and improved behavior ➤ K-5 students with learning disabilities improve their progress in the general education curriculum ➤ Educational equity improves for K-5 students from cultural and linguistic sub-groups identified as students with learning disabilities ➤ All students demonstrate improved performance in English Language Arts
	<ul style="list-style-type: none"> ■ Define and operationalize the NYS MTSS framework ■ Define capstone evidence-based practices (EBPs) to support literacy, SEDL and SDI within the NYS MTSS ■ Create a web-based NYS MTSS resource library to store and share resources developed for the SSIP <p>Develop a comprehensive set of NYS MTSS implementation tools and guidance materials</p>	<ul style="list-style-type: none"> ■ The NYS MTSS and capstone EBPs to support literacy, SEDL and SDI within the MTSS are clearly defined (knowable, doable, assessable) and operationalized for usability testing at SSIP Learning Sites <p>A comprehensive set of aligned NYS MTSS implementation tools and guidance materials are shared on the NYS MTSS resource library and accessed by SSIP implementation teams and stakeholders</p>	<ul style="list-style-type: none"> ■ The NYS MTSS framework and implementation tools are compatible with other State and local frameworks, and with improvement processes currently in use (i.e., the NYS MTSS demonstrates a good "fit" with learning sites) ■ SSIP Learning Sites have improved access to up-to-date implementation resources and contextualized guidance <p>SSIP Learning Sites have increased their utilization of implementation tools developed by SSIP teams, and are satisfied with practicality and ease of use</p>	<p>Tools such as practitioner guides, implementation checklists and practical performance assessments have been refined and validated for use in scale up</p>	
Strategy III: Professional Development, Technical Assistance and Coaching					
<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> ➤ Student-level data systems (LEAs, RICs, IRS, etc.) ➤ Other data warehouses 	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	INTERMEDIATE OUTCOMES	<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> ➤ Student-level data systems (LEAs, RICs, IRS, etc.) ➤ Other data warehouses
	<ul style="list-style-type: none"> ■ Define the PD and coaching delivery models to use to support implementation of the NYS MTSS and capstone EBPs ■ Develop a comprehensive SSIP training plan, including the design of the MTSS Leadership Institute ■ Develop a comprehensive SSIP coaching plan to support and improve fidelity implementation ■ Provide foundational training in initial implementation of the NYS MTSS for teams in the SSIP Transformation Zone <p>Provide continuous, targeted technical assistance and coaching for teams in the SSIP Transformation Zone</p>	<ul style="list-style-type: none"> ■ The PD and coaching models and plans used to support implementation of the NYS MTSS and capstone EBPs are operationalized and coordinated with PD plans of SSIP Learning Sites ■ SSIP implementation teams are trained in facilitation and coaching skills to support effective implementation of the NYS MTSS and capstone EBPs ■ SSIP implementation teams receive ongoing TA and coaching to support their facilitation of fidelity implementation of the NYS MTSS and capstone EBPs ■ Staff and leaders at SSIP Learning Sites are trained in effective implementation of the NYS MTSS and capstone EBPs <p>Staff and leaders at SSIP learning sites receive ongoing TA and coaching to support their fidelity implementation of the NYS MTSS and capstone EBPs</p>	<ul style="list-style-type: none"> ■ There is increased collective clarity around, and support for, the PD and coaching models implemented by State TACs and RIITs to provide ongoing, high-quality support for SSIP Learning Sites ■ RIITs increase their understanding and self-efficacy to facilitate implementation of the MTSS framework and capstone EBPs ■ Staff and leaders at SSIP Learning Sites increase their understanding, self-efficacy to implement, and use of the NYS MTSS and capstone EBPs ■ Districts and schools intentionally integrate the Quality PD and Coaching models designed to support fidelity implementation of the NYS MTSS <p>LEA leaders participating in the SSIP increase their use of leadership practices aligned with the NYS MTSS</p>	<ul style="list-style-type: none"> ■ There is increased quality of on-site PD, TA and coaching support services provided to SSIP Learning Sites by RIITs ■ RIIT specialists have increased fidelity implementation of the identified facilitation and coaching practices used with teams and staff at SSIP Learning Sites ■ Staff and leaders at SSIP Learning Sites increase cooperative planning and fidelity use of NYS MTSS data to inform decisions (resource allocation; instruction and services to all students and students in sub-groups; PD and coaching, etc.) <p>Staff and leaders at SSIP Learning Sites have increased their fidelity implementation of capstone EBPs to support literacy, SEDL, and SDI within the NYS MTSS framework</p>	

Appendix K – SSIP Logic Model

Strategy IV: Needs Assessment, Improvement Planning and Monitoring			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> ■ Establish a decision support data system and evaluation plan (including team's Continuous Improvement Plans) for collecting, analyzing and reporting actionable NYS MTSS data ■ Administer Implementation Capacity Assessments to SSIP system-level teams (DITs, RIIT, SIDT) ■ Collect comprehensive baseline data and update improvement/implementation plans <p>Develop MTSS Data Dashboards to communicate performance and progress</p>	<ul style="list-style-type: none"> ■ The NYS MTSS Data System and Evaluation Plan are implemented and coordinated across all SSIP teams and SSIP Learning Sites ■ Data coordinators on each DIT are trained in the collection of NYS MTSS data and connected through a Community of Practice [through Foundational Training] ■ Baseline Data is reviewed by all SSIP implementation teams and used to develop/update implementation plans; these plans are communicated to SSIP stakeholders <p>Data Dashboards display implementation progress and performance metrics which are frequently updated and accessible to all stakeholders</p>	<ul style="list-style-type: none"> ■ Staff, leaders, and stakeholders at SSIP Learning Sites increase access and use of the MTSS Data System for continuous improvement (i.e., a <i>Plan, Do, Study, Act</i> Cycle) ■ Districts' and schools' improvement and evaluation plans increase alignment with the SSIP and the goals of NYS MTSS implementation ■ Data collected through the MTSS Data System demonstrate improved quality <p>Staff, leaders, and stakeholders at SSIP Learning Sites experience increased satisfaction with the communication and use of progress monitoring data</p>	<ul style="list-style-type: none"> ■ SSIP LEAs demonstrate progress toward achieving benchmark targets identified for students with learning disabilities, including students in specified sub-groups, laid out in their plans (QIPs, CEPs, etc.) ■ SSIP Learning Sites increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data (student, practitioner, school, district) <p>State and regional implementation teams increase their capacity to systematically collect, analyze and communicate to stakeholders MTSS progress and outcome data (LEA, regional, State)</p>
Strategy V: SEA-LEA Partnership and Community Engagement			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> ■ Engage in ongoing communication with SSIP Learning Sites to help create readiness for implementation ■ Create a collaborative Partnership Agreement between the State and the SSIP Learning Sites establishing mutual understanding and commitments ■ Create a public website for communicating SSIP project information ■ Develop a NYS MTSS Community of Practice to support interactive learning about MTSS in the SSIP Transformation Zone <p>Support the organization of district-driven activities to engage families and members from the local communities in learning about, and contributing to, the MTSS movement</p>	<ul style="list-style-type: none"> ■ SSIP Learning Sites receive information and assistance from the SIDT and RIITs to use to ready staff and stakeholders to participate in the SSIP ■ The State and SSIP Learning Sites commit to mutually agreeable terms for a two-year partnership, including an annual process for review and revision (recommitment) ■ A public website is launched with clear guidance for stakeholders about how to use the site and how to submit feedback ■ SSIP stakeholders receive guidance on the value of, and how to participate in, the NYS MTSS Community of Practice <p>SSIP Learning Sites receive support and assistance designing and offering engagement events/opportunities to local families and community members</p>	<ul style="list-style-type: none"> ■ Among district and school leaders from SSIP Learning Sites, there is increased satisfaction with the RIIT and NYSED in their efforts to improve systems and outcomes for student with learning disabilities ■ There is increased access to/activity on the SSIP public website ■ Among families and community members from SSIP Learning Sites, there is increased participation in the NYS MTSS Community of Practice <p>Among families and community members from SSIP Learning Sites, there is increased participation in engagement events/literacy trainings for adult learners</p>	<ul style="list-style-type: none"> ■ Among families and community members from SSIP Learning Sites, there is increased awareness and understanding of the NYS MTSS framework and how it supports outcomes for all students and students with disabilities <p>Among families and community members from SSIP Learning Sites, there is increased involvement/engagement of families of all cultural and linguistic backgrounds in the special education process and school decision-making about the NYS MTSS</p>

Appendix L
NYS SSIP – Theory of Action

Strands of Action	If NYSED...	Then targeted LEAs will...	In order for targeted schools to...	Which will lead to long-term outcomes for students, including:
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 district and building level implementation teams 	<p>Data</p> <ul style="list-style-type: none"> • Utilize data systems to identify and inform instructional and eligibility decision making and monitor student progress 	<p>SiMR: For students classified as students with learning disabilities at SSIP Learning Sites (grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessment</p>
Technical Assistance	<ul style="list-style-type: none"> • Funds technical assistance centers (PBIS, Rtl, 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 	<p>Systems</p> <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 	<p>Practices</p>	
Support for Struggling Schools	<ul style="list-style-type: none"> • Selects SSIP Learning Sites and provides integrated professional development and technical assistance interventions 	<ul style="list-style-type: none"> • Receive and utilize information and resources to support them in implementing an integrated, culturally and linguistically responsive MTSS framework and implementing capstone practices in literacy, SDI and SEDL 	<ul style="list-style-type: none"> • Implement increasingly intensive interventions and practices to support improved academic, social-emotional, and behavioral outcomes 	
Evaluation	<ul style="list-style-type: none"> • Develops an evaluation system that measures: <ul style="list-style-type: none"> ➢ Student progress and outcomes in behavior and academics, including sub-groups of students ➢ Practice change and fidelity use of evidence-based practices (EBPs) ➢ Building-level fidelity implementation of EBPs ➢ District, regional and State-level capacity to support implementation at the school level 	<ul style="list-style-type: none"> • Adjust systems and practices as informed by fidelity measures and student outcomes 	<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 	