

# New York State Education Department

## State Systemic Improvement Plan

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PHASE III – YEAR 3

APRIL 1, 2019

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## A. SUMMARY OF SSIP PHASE III - YEAR 3

### INTRODUCTION

Across the country, local school districts, particularly those addressing long-standing achievement gaps and striving to ensure high standards for student performance, have increasingly found benefits through implementation of a multi-tiered system of supports (MTSS). MTSS interventions, supports, and data systems provide an effective framework for improving systems, reforming literacy curricula, and creating improved learning environments to better meet student learning needs in response to more rigorous national standards. MTSS results in improved classroom instruction and outcomes for all students, including those from culturally and linguistically diverse backgrounds. Research indicates that schools' use of an MTSS framework with fidelity not only improves performance among all students, but also increases learning and achievement among specific student populations, including students from low-income families (Rolfhus et al., 2012), English language learners (Gil & Woodruff, 2011), and students with disabilities (Al Otaiba & Fuchs, 2006). For students with disabilities, evidence suggests that effective MTSS/Response to Intervention (RtI) implementation has the potential to reduce disproportionality in special education, reduce inappropriate referral and placement rates to special education, and decrease the length of needed special education services (Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes & Farmer, 2008).

The New York State Education Department's (NYSED) SSIP is designed to develop State and regional infrastructure that will support and increase the capacity of school districts and schools to implement, scale-up, and sustain evidence-based practices (EBPs) within an integrated (academic and behavior) MTSS framework. The goal is to ***create a culturally responsive and sustaining education, integrated MTSS Model to improve outcomes for students with learning disabilities in grades 3-5.***

### PRINCIPLES OF IMPLEMENTATION SCIENCE TO GUIDE NYSED'S SSIP EFFORTS

Through collaboration with the National Implementation Research Network (NIRN), we have found that *how* an intervention is implemented is just as important as *what* intervention is implemented. NYSED is explicitly installing the components of effective implementation (implementation stages, implementation drivers, and implementation teams) operating within a transformation zone. Additionally, the use of implementation science enables NYSED to solicit, receive, and respond to feedback from schools and districts regarding barriers and facilitators to implementation, thus determining how to ensure the model is effective.

#### ***Implementation Stages:***

Research indicates that full implementation of any large-scale effort generally requires three to five years of focused implementation efforts (i.e., training, systems development, coaching, and tools and resources) before sustainable implementation practice is achieved. The implementation stages (exploration, installation, initial implementation, and full implementation) provide a cohesive framework to understand how implementation unfolds over time (Fixsen et al., 2005), and NYSED's SSIP Phase III Improvement Plan (Appendix A) is conceptually based on these implementation stages.

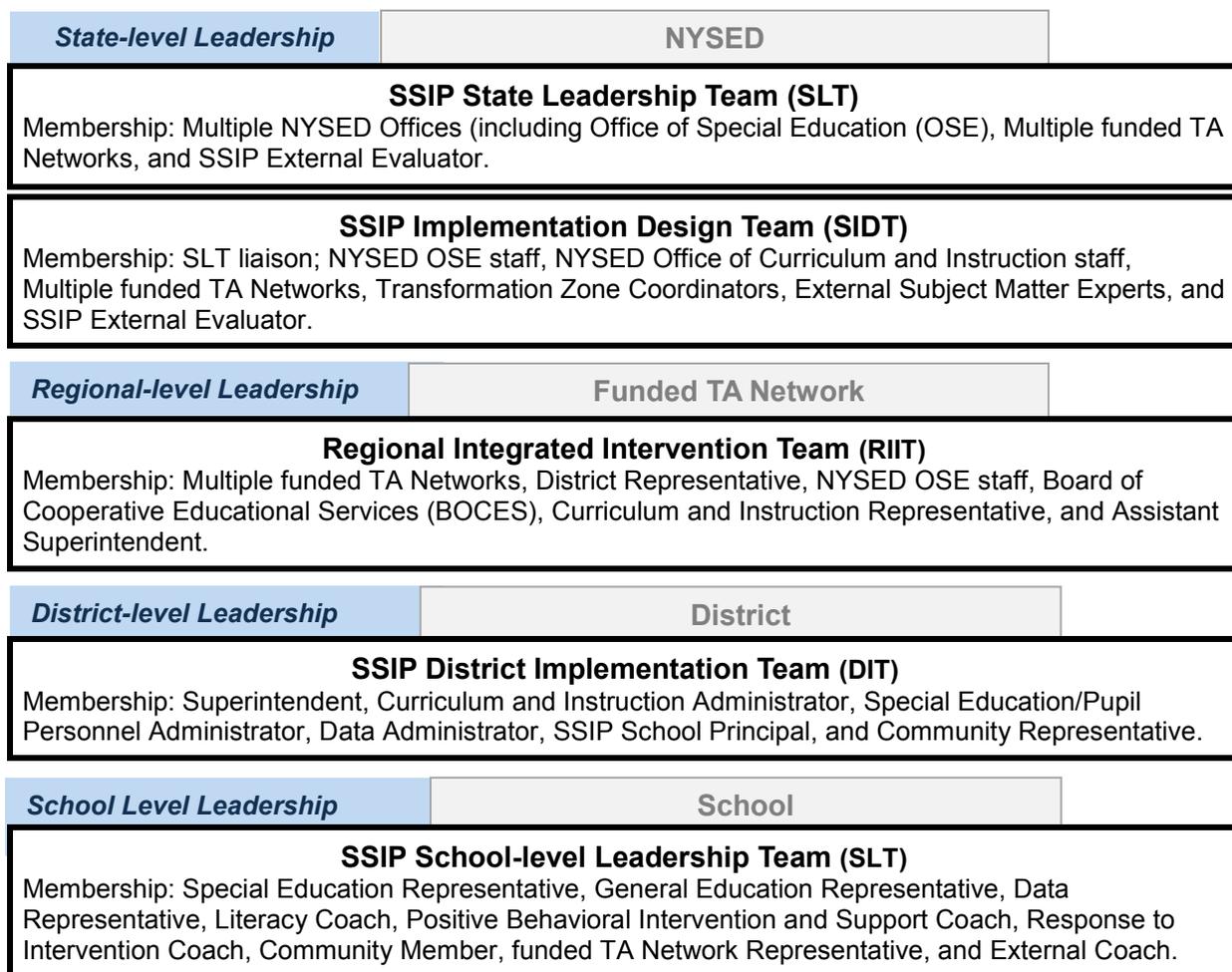
### **Implementation Drivers:**

Three implementation drivers define the core components of a program’s capacity and infrastructure. *Leadership drivers* focus on providing the right leadership strategies for different challenges (technical and adaptive challenges). *Organization drivers* develop supports and infrastructure to create the environment for implementation. *Competency drivers* are activities developed to improve and sustain the implementation of the SSIP (selection of initial implementers, training for initial implementers, coaching for initial implementers, and ongoing fidelity assessment) [<https://ideadata.org/sites/default/files/media/documents/2017-09/allslides-implementationsscience.pdf>]. NYSED’s SSIP initiative targets all three of these implementation drivers through high-quality professional development, technical assistance (TA), and coaching.

### **Implementation Teams:**

NYSED is strengthening State, regional, and local-level infrastructure to support district and school improvement through the establishment and provision of resources to the integrated implementation teams at each level of the education system – regional, district, and school. The design and implementation of new, collaborative teaming structures that support the SSIP work are critical innovations for NYSED and its funded TA network.

### **SSIP Organizational Structure**



### ***Transformation Zone (TZ):***

The TZ represents a vertical slice of the educational system from the classroom level to the State level. The components – districts, schools, classrooms – are representative of the larger educational system in the State. The TZ is small enough to govern and support but large enough to approximate the educational system as a whole (e.g., urban, suburban, rural, high needs resource category, etc.). The TZ represents the current state of the educational system, and the SSIP schools within the zone serve as the first cohort to participate in the change processes necessary to build a sustainable MTSS framework. NYSED’s SSIP TZ consists of three regions of the State: Long Island, Lower Hudson Valley, and New York City, with a total of 14 school-level sites across 10 districts.

This report provides data and analyses of NYSED’s SSIP improvement activities from March 2018 to present. NYSED developed this report in collaboration with the SSIP external evaluator, and the SSIP SIDT, which consists of school district administrators, special education/student support staff, and the NYSED OSE-funded technical assistance networks.

### **NYSED’S SSIP: THEORY OF ACTION, LOGIC MODEL, AND STATE-IDENTIFIED MEASURABLE RESULT (SiMR)**

During Phase III – Year 2, an updated theory of action and logic model, based upon theories of Implementation Science, were developed to determine the inputs, outputs, and outcomes expected for each of five improvement strategies (see Section B – Progress on SSIP Implementation for details) to guide planning and implementation of the SSIP MTSS. Phase III – Year 3 implementation efforts continue to be informed by these key planning strategies. A number of refinements/adjustments have been made to both the Theory of Action and the Logic Model based on practice-to-policy feedback loops (Appendix B: SSIP Logic Model and Theory of Action). Finally, data collection tools have been developed to assess the impact of NYSED’s SSIP on those intended outcomes.

NYSED’s SSIP includes the following SiMR: **For students classified as students with learning disabilities in SSIP Learning Sites (grades 3-5), increase the percentage of students scoring at proficiency levels 2 and above on the grades 3-5 English Language Arts State Assessments.** To achieve this result, NYSED’s SSIP Phase III Improvement Plan, a comprehensive continuous improvement tool (see Appendix A), was developed in alignment with the SSIP Theory of Action and corresponding Logic Model that were developed in Phase III - Year 2.

As background information to the identification of the SiMR, the table below shows SSIP cohort SiMR results for the 2017-18 academic year in comparison to the two prior years. Outcomes for students classified with learning disabilities in the SSIP-identified schools increased 13.8 percent over baseline (FFY 2015 to FFY 2018).

*Indicator 3 Reported Data – Disaggregated by SSIP cohort (FFY 2015 – FFY 2018)*

**Percentage of students classified with learning disabilities in grades 3-5 who scored at proficiency level 2 and above on the New York State (NYS) English Language Arts (ELA) Assessment (N-Size 242 students)**

FFY	Target $\geq$	Actual Results	Annual Change in Percent	Change in Percent over Baseline
2015-16	20%		BASELINE	
2016-17	24%	25.3%	5.3% increase	5.3% increase
2017-18	32%	33.8%	8.5% increase	13.8% increase
2018-19	42%			

As indicated in the chart above, NYSED exceeded the Grades 3-8 ELA Assessment proficiency target by 1.8 percent in 2017-18. Since the inception of the SSIP, schools within the cohort have been provided ongoing support (professional development, coaching, and technical assistance) through NYSED OSE's funded TA networks. Supports have focused on systems change, school improvement, disproportionality, culturally responsive pedagogy, RtI, PBIS, and family engagement.

Although the Grades 3-8 ELA performance data indicates progress, it is a single measure and does not provide granular evidence of impact to date. To further measure the impact of the SSIP initiative (implementation of MTSS), RIITs, those working directly with districts and schools in TZs, collected data on systems, practices, and student outcomes. For example, the data below shows SSIP impact in one region of the State during initial implementation:

Star Reading Benchmark Comparison			
	Fall (Oct. 2018) % of Students Proficient (Level 3 or above)	Winter (Feb. 2019) % of Students Proficient (Level 3 or above)	Change +/-
<b>Long Island: District A</b>			
School 1 A	24%	29%	+ 5%
School 1 B	17%	23%	+ 6%
School 2	17%	20%	+ 3%
<b>Long Island: District B</b>			
School 1	9%	11%	+ 2%
School 2 A	10%	8%	- 2%
School 2 B	6%	6%	0%

The data in this chart shows SSIP impact across all regions of the TZ:

Data from the SSIP Support Plans Across All TZ Regions			
	Baseline (# of goals)	% of Goals that Indicate Growth	% of Goals Not Initiated or Not Measured
Student Outcomes	25	48%	52%
Practices	36	53%	47%
Systems Change	35	63%	37%

## B. PROGRESS ON SSIP IMPLEMENTATION

The NYSED SSIP Phase III Improvement Plan was developed to assist OSE in its effort to help guide the roll-out of the SSIP initiative. It aligns with the Theory of Action and Logic Model and also forms the basis of the NYSED SSIP Year 5 - Evaluation Plan (Appendix C). The SSIP is grounded in the principles of implementation science.

The NYSED SSIP Phase III Improvement Plan is organized by five improvement strategies that make up the SSIP:

- Improvement Strategy I: Organizational Capacity Building
- Improvement Strategy II: Program and Resource Development
- Improvement Strategy III: Professional Development (PD), TA and Coaching
- Improvement Strategy IV: Needs Assessment, Improvement Planning and Monitoring
- Improvement Strategy V: State Education Agency (SEA) - Local Education Agency (LEA) Partnership and Community Engagement

### IMPROVEMENT STRATEGY I: ORGANIZATIONAL CAPACITY BUILDING

NYSED established leadership teams and communication processes that increased organizational capacity, collaboration, and responsiveness across the system. It involved creating a structure of cascading implementation teams at each level of the system with clear functions, standard protocols, and processes to conduct the work. It also included policy to practice feedback loops of linked communication protocols and accountability mechanisms for exchanging information vertically and horizontally across the leadership structure. Finally, leadership processes were developed to focus on capacity building and continuous learning using fidelity assessment and improvement cycles.

**Completed:** Establish SSIP Implementation Design Team (SIDT) to lead the SSIP and model practices.

- Developed and utilized *Selection Protocols* to identify committed SIDT members.
- The SIDT met on 17 occasions (12 in-person and 5 via conference call) from March 2018 to January 2019. Member attendance ranged from 60 percent to 100 percent (mean 72 percent).  
Impact of SIDT Meetings:
  - Developed and designed the SSIP MTSS graphic which was used in MTSS Model
  - Developed and finalized SSIP MTSS Model
  - Planned SSIP Leadership Institute held in August 2018
  - Developed and finalized SSIP MTSS School-level Self-assessment, developed schedule of administration, disseminated to RIITs, administered by RIIT and TZ schools
  - Developed and selected standardized tools and protocols such as the SSIP Support Plan, RSE-TASC Walk-through Tool, PBIS Benchmarks of Quality (BoQ)
  - Collaborated with TZ Coordinators to share learnings, barriers, and identify needs
  - Decided on data points necessary to measure impact of effort and fidelity
  - Provided standardized format for collection to TZ.

**☑ Completed:** Established three specialized workgroups to help inform the design of the NYSED MTSS framework.

- Three workgroups (Usable Innovations, Data, and PD and Coaching) each met multiple times between January 2018 through May 2018 and developed the core components of the NYSED MTSS Model.
- The SIDT identified the charge of each workgroup and developed selection criteria to determine who should be invited to participate in the workgroups. Membership included stakeholders, content experts from the NYSED-funded TA networks, and district and school leaders from participating SSIP districts and schools. The workgroups met twice monthly and identified the SSIP MTSS core components associated with the focus area. (see Appendix D - SIDT Work Groups).

**☑ Completed:** Establish three RIITs to support schools in the TZ.

- To support the implementation of NYSED'S SSIP MTSS Model to be implemented within the 14 SSIP school-level sites, the SIDT developed three RIITs – one for each region within the TZ (NYC, Long Island, and Lower Hudson Valley). Membership of RIITs includes SSIP district and school administrators, NYSED-funded TA network specialists with expertise in behavior, culturally-responsive education, literacy, bilingual special education, and parent engagement.
- In initial implementation of the SSIP MTSS Model, the RIITs are supporting schools to establish and implement an MTSS infrastructure (needs assessment, data analysis and decision making, collaborative planning, PD/TA delivery, progress monitoring, plan-do-study-act (PDSA) cycles, etc.) to improve systems, instructional practices, and outcomes for all students (see Appendix E for a description of the roles and responsibilities of the RIITs).
- Administered the NYSED SSIP School-level MTSS Self-assessment with each individual SSIP school to determine readiness and current infrastructure to implement the SSIP MTSS Model. Facilitated discussions to identify priority areas of need and focus areas as indicated by the results of the Self-assessment. The RIIT and the SLT then collaboratively developed a support plan determining the professional development, coaching and technical assistance needed to develop the infrastructure to support the identified components of the MTSS Model.
- Provide embedded support (at least one time per week) to implement Support Plans (professional development, coaching, and technical assistance activities).
- Progress monitor, quarterly, through the collection of benchmarking and walk-through data to determine impact of completed activities. Adjust support plan goals as needed.

**☑ Completed and ongoing:** Establish SSIP DIT to facilitate SSIP implementation at the school level.

- Identified recommended membership of DIT in the SSIP MTSS Model. TZ Regional Coordinators connect and communicate monthly with district leaders across the TZ.

- DITs have been established in 3 of 10 districts at this time.
- One region of the TZ has developed a District Leadership Team which is representative of the three SSIP districts and one nondistrict school. Members include Superintendents, Assistant Superintendents, Directors of Special Education, Literacy Coaches, and members from BOCES. District leaders meet in person every other month to engage in shared dialogue and learning, to look at data, and to share successes, challenges, solutions to determine impact of completed activities, and adjust support plan goals as needed.

**☑ Completed:** Establish SLT within each participating SSIP site to support implementation of the SSIP MTSS Model.

- SSIP SLTs have been established in each of the SSIP schools. Based upon the SSIP MTSS Model, the teams consist of stakeholders, such as the principal or school administrator; general and special education representatives; specialists with expertise in behavior, social-emotional, and academic supports; classroom aide/assistant; and family representative. As shown in Appendix F, each SLT consists of different members, but all are individuals empowered to make decisions, are leaders in their field and are representative of special education and general education.
- Developed and implemented a school-level action plan using the priority areas of needs identified from the MTSS School-level Self-assessment and school-level data on behavior, academics, attendance, and others specific to LEA choice.
- On-going monthly meetings with RIIT members to discuss progress, challenges, and needs and collaborate to make mid-course corrections and adjustments to supports as needed.

**☑ Completed:** Develop a virtual SSIP Community workspace for SSIP teams to utilize to advance the work.

- Created an SSIP-specific shared electronic folder to maintain all SSIP related materials (i.e., MTSS Model), tools (i.e., SSIP MTSS Self-assessment), resources and related documents for members of SIDT and RIITs.

## IMPROVEMENT STRATEGY II: PROGRAM AND RESOURCE DEVELOPMENT

Improvement Strategy II is at the core of the SSIP initiative. It focuses on the work of defining NYSED's MTSS Model using the [usable innovation criteria](https://implementation.fpg.unc.edu/module-1/usable-innovations) (https://implementation.fpg.unc.edu/module-1/usable-innovations). The process of creating a usable innovation involves the inventorying of tools, resources and guidance documents currently being used in the field, and assessing them for alignment with the model definition. These and other products have been loaded into a web-based resource platform and have associated guidance documents/samples/models with instructions for use and practical performance assessments to check fidelity implementation.

**Completed:** *Created, disseminated, and implemented* NYSED's SSIP MTSS Model (Appendix G)

- Reviewed and analyzed research on effective MTSS practice including journal articles, meta-analyses, book chapters, research summaries, and description of components from national technical assistance centers and from other states' work in MTSS (see Appendix G for research resources).
- Based on review of research, the SIDT developed a set of underlying values and guiding principles that provide guidance for all framework decisions and which promote consistency, integrity, and sustainability (Appendix G - pg. 4).
- SIDT identified and defined five core components of NYSED's SSIP MTSS Model:
  1. Team Approach
  2. Leadership Support
  3. Engaged Stakeholders
  4. Continuum of Instruction and Intervention
  5. Data Driven Problem Solving

The SIDT also established operational descriptions or criteria to provide implementers with guidelines to implement with fidelity.
- SIDT developed the following MTSS definition for the SSIP:
 

A multi-tiered system of supports (MTSS) is a model of evidence-based instruction and intervention that rests firmly on the belief that all students can learn. One of the core values of MTSS is that ALL school professionals are responsive to students' academic, behavioral, cultural, and social-emotional needs. Practices in MTSS are evidence-based and reflect students' culture, identity, and language. Data from universal screening and other assessments are used by teams on an ongoing basis to systematically determine the effectiveness of core curricula (Tier 1), make necessary adjustments to educational practice, and identify students for whom more support is needed. Students with additional needs will be provided supplemental (Tier 2) and/or intensive (Tier 3) supports, based on frequent monitoring of progress data. Throughout this process, school professionals collaborate with families and other stakeholders to maximize student success. (Appendix G)
- To assist RIITs, SSIP districts and schools to understand this new model, the SIDT developed a comprehensive guidance document. It was decided that the document would not be the "final word" on MTSS but, through the continuous improvement cycle is a living document that will evolve based on the experience(s) of each SSIP district and school.
- RIIT members and SSIP district and school leaders were provided with the SSIP MTSS Model and received related PD at the SSIP Leadership Institute held in August 2018.
- RIIT members and SSIP school leaders began implementing the SSIP MTSS Model in their schools in September 2018.

## IMPROVEMENT STRATEGY III: PD, TA, AND COACHING

NYSED recognizes that the installation and implementation of new practices require a 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. A main focus of Strategy III was to redesign the current system to create a coherent, well defined model of PD, TA, and coaching which aligns with NYSED’s SSIP MTSS Model and implementation science best practices. The SSIP model of PD, TA, and coaching is designed using needs assessment data to identify priority needs to determine the appropriate content and intensity for the target audience.

**☑ Completed:** Defined, developed and used a PD and coaching delivery model to support the implementation of the SSIP MTSS Model (Appendix H).

- Reviewed and analyzed research on highly effective professional development, technical assistance services, and adult learning principles. (Darling Hammond, 2018; Horner, 2016; Guskey, 2000),
- Based on review of research, the SIDT developed a set of underlying values and guiding principles regarding the training and coaching elements of PD:
  - Training is defined as presentation of experiences and materials to develop new knowledge and/or skills.
  - Coaching is defined as on-site support needed to use new knowledge and/or skills under typical conditions. (Horner, 2016).
  - Coaching is an extension of training meant to increase comfort, precision, fluency, and contextual adaptation of new skills, while maintaining integrity to the practice. (NIRN Coaching Practice Profile, Version 1.2, 2017).
- The SIDT created the SSIP model of professional development as a usable innovation to provide all SSIP stakeholders, from the State to the local levels, with the optimal conditions for the delivery of highly effective professional development to support MTSS implementation (Appendix H).
- The SSIP model of professional development was utilized in the design and delivery of information at the SSIP Leadership Institute. The Institute blended large and small-group learning experiences consistent with the qualities of effective professional development and the principles of adult learning.

**☑ Completed:** Provide foundational training in initial implementation of NYSED’s SSIP MTSS Model for RIITs and SSIP district and school leaders.

### ***NYSED’s SSIP – Pilot Sites Webinar Update, April 26, 2018***

At the time of the webinar, the SSIP initiative was still within the exploration and installation phases of implementation. The webinar update was provided to keep SSIP districts and schools

informed of the project status and to maintain the buy-in of participants. The recorded webinar provided information on the following:

- Review and remind participants of the purpose of the SSIP;
- Review of Infrastructure currently in place;
- The value of MTSS and its impact on student outcomes;
- Development of implementation teams; and
- Next steps – what districts and schools should be doing prior to receiving embedded support.

### ***NYSED’s SSIP Leadership Institute, August 14-15, 2018***

NYSED’s SSIP Leadership Institute was developed to establish a foundation of knowledge and skills surrounding NYSED’s SSIP MTSS Model. The Institute was held in Purchase, NY, an area central to the TZ. Participants included members of the RIITs, DITs, SITs, and NYSED OSE Leadership. The purpose of the event was to create a collaborative community across all the participating regions of the SSIP by establishing the context and substance for the work of the SSIP.

#### Day 1 Agenda: Establish Context and Foundation for Work

- Start with Why? Student growth and improved student outcomes;
- History and context of the SSIP in NYS;
- Where are we now and strengths-based selection of schools;
- Why MTSS: Philosophy, big ideas, and sharing what we’re already doing;
- Making MTSS Usable: Teachable, learnable, doable, and assessable; and
- Usable MTSS: Six underlying values and guiding principles.

#### Day 2 Agenda: Define and Start Work

- NYSED SSIP MTSS Model: Five core components and how they were identified;
- NYSED SSIP MTSS Model: Five core components operationalized; and
- Sharing our strengths and next steps.

See Appendices I-1 and I-2 for Leadership Institute evaluation information.

**Completed and Ongoing:** Provide continuous targeted PD (training and coaching) and TA for teams in the TZ.

Prior to the development and dissemination of the SSIP MTSS Model, individuals providing embedded support, PD and TA gained knowledge and skills based upon their specialty area (Behavior Specialists – PBIS, School Improvement Specialists – explicit instruction, specially designed instruction, etc.) through statewide content experts. This siloed process created varying degrees of knowledge and skills in other areas. The SIDT determined that to enable RIITs to facilitate significant systems change, improve practices, and increase student outcomes that are sustainable, consistent knowledge and skills are necessary.

To ensure that RIIT members are prepared to implement an integrated framework that is fluid, meets the needs and current state of the individual schools but also builds capacity and sustainability, the SIDT sought individuals who were knowledgeable in applicable research, could provide the practicalities of implementing an integrated framework, and able to speak to the “boots on the ground” aspects of MTSS. Based on the recommendation from Dr. Caryn Ward of State Implementation and Scaling-up of Evidence-based Practices (SISEP), the SIDT connected with Kimberley St. Martin, Assistant Director of Michigan’s Integrated Behavior and Learning Support Initiative to provide RIITs with PD related to an integrated model (academic and behavior) of MTSS. In addition to leading the integrated program in Michigan, Dr. St. Martin is also currently working on integrated MTSS initiatives in Pennsylvania and Ohio.

To provide RIIT members and SSIP district and school leadership with PD, ten webinar sessions are being held from February 2019 through June 2019. Sessions are occurring every two weeks and are recorded, archived, and made available for those who are unable to participate, as well as to share with SSIP districts and schools as RIITs support implementation. At the end of each session, participants are given an assignment which enables them to use new knowledge, skills, and/or tools with schools prior to the next session with Dr. St. Martin. During each session, TA is provided and responses are given to questions raised. Webinars are under development for April through June 2019 with the following webinars held to date:

Date	Topics
2/4/19	Integrated MTSS: Where to Begin <ul style="list-style-type: none"> <li>• Evolution of MTSS</li> <li>• Parallel vs. Integrated Systems</li> <li>• Interaction between academics and behavior</li> <li>• District-wide MTSS</li> </ul>
2/22/19	Integrated Data Systems <ul style="list-style-type: none"> <li>• Universal Screeners - behavior</li> <li>• What they are</li> <li>• Why they are important</li> <li>• How to walk schools through the problem-solving process</li> </ul>
3/25/19	Differentiated MTSS Technical Assistance: Educational Practices and Supporting Infrastructures Along the Educational Cascade <ul style="list-style-type: none"> <li>• Outline the types of information in the “educational practices” and “supporting infrastructures” needed along the educational cascade for MTSS</li> <li>• Define categories of TA and provide examples of each</li> <li>• Review a professional learning series for an integrated behavior and reading MTSS model</li> <li>• Define the deliverables for a District Implementation Infrastructure</li> <li>• Review a professional learning series for DITs</li> </ul>

## IMPROVEMENT STRATEGY IV: NEEDS ASSESSMENT, IMPROVEMENT PLANNING, AND MONITORING

NYSED recognizes that continuous improvement processes all require ongoing and targeted capacity/needs assessments and a decision support data system (DSDS) to monitor implementation and outcomes, inform decision making, and guide improvement planning. The SIDT has developed and refined tools and processes for assessing implementation capacity at three system levels: State, regional, and school.

**Completed:** Constructed and implemented the SSIP MTSS School-level Self-assessment (Appendix J) to ascertain participating schools' readiness to implement a research-based MTSS framework and inform the development of school-level MTSS implementation support plans.

To assist RIITs in gathering data, the SSIP MTSS School-level Self-assessment was developed. Informed by and aligned to NYSED's SSIP MTSS Model, the School-level Self-assessment is a comprehensive assessment of 107 items that outlines the "gold standard" criteria necessary to implement the framework with fidelity.

As a self-assessment tool, it: (1) assists individual schools in evaluating their current level of tiered systems of support (academic, behavioral, and social-emotional) and implementation and 2) formulates an MTSS Implementation Action Plan that will address core component indicators that require improvement or development.

The self-assessment tool addresses the five core components identified in NYSED's SSIP MTSS Model: Team Approach, Leadership Support, Engaged Stakeholders, Continuum of Instruction and Intervention, and Data-driven Problem Solving. These are then broken down into sub-components or "defining features." The defining features are the items that the School-based MTSS Leadership Team scores to measure/assess the schools' current level of MTSS implementation. For each defining feature, there are specific indicators or criteria that represent the standard for full implementation of MTSS. These are the targets for steady growth over time.

The MTSS self-assessment was completed through a facilitated discussion between the school-based MTSS Leadership Team and the assigned member of the RIIT. It offers an opportunity for the school community to build a shared understanding about the purpose, procedure for completion, and ways to interpret and use results from the instrument. It also allows for school participants to engage in reflective conversations around the topic of MTSS (academic, behavioral, and social-emotional). Those completing the self-assessment evaluate each indicator in terms of degree of level of implementation or "how well each practice is currently being implemented" at their respective schools. Results and subsequent action plans are then shared with the district-level MTSS Leadership Team (Appendix J - SSIP MTSS School-level Self-assessment).

**Completed:** Collect comprehensive baseline data and update support plans.

#### Data Collection:

- The SIDT Data Workgroup defined the critical data components for the MTSS Model: 1) student academic and behavioral data; 2) practitioner implementation data; 3) systems-level data; and 4) State-level capacity data.
- SIDT developed and disseminated data collection schedule (October 2018 and May 2019) to RIITs.
- All SSIP schools in TZ have submitted self-assessment data, baseline academic (literacy), and behavior data.
- 5 out of 14 SSIP schools have provided Benchmarks of Quality (BoQ) data
- 13 out of 14 SSIP schools have provided baseline data which is used to identify instructional best practices.

#### Support Plans

- Support Plans are annual implementation plans, co-created by members of the RIITs and leaders at the schools with whom they are partnering. Support Plans identify target areas for improvement (student outcomes, systems, and instructional practices) and outline the services and activities designed to meet those targets.
- All 14 SSIP School-level sites have Support Plans in place.
- Support Plans are updated monthly to reflect the most current data, services delivered, progress made toward measurable targets, and to describe any implementation barriers encountered in the work.
- Support Plans are submitted quarterly to NYSED.

To ensure Support Plans and efforts are aligned to the SiMR and MTSS, a consistent structure and framework were necessary so that there is consistency among the different regions of the TZ. Support Plans should be directly aligned to the results/priorities of the SSIP MTSS Self-assessment and the core components of the SSIP MTSS Model. In the 2019-20 school year, Support Plans will be amended, as appropriate, to ensure they include goals regarding student outcomes, changes in practice, and changes in school-wide systems. Additionally, the SIDT decided that the current iteration of the SSIP Support Plans should include the data from the SSIP MTSS school-level self-assessment to enable readers to understand the alignment to the activities and support to be provided.

### **IMPROVEMENT STRATEGY V: STATE EDUCATIONAL AGENCY (SEA) – LOCAL EDUCATIONAL AGENCY (LEA) PARTNERSHIP AND COMMUNITY ENGAGEMENT**

NYSED recognizes the importance of establishing a collaborative partnership agreement between State and Regional teams and SSIP districts and schools articulating a clear, shared understanding about what NYSED will provide and what the districts and buildings will provide.

Moreover, NYSED recognizes the value of establishing an *MTSS Community of Practice* where SSIP participants and interested stakeholders can continuously engage in discussions, information sharing, and collaboration related to MTSS implementation.

**☑ Completed and Ongoing:** Establish a collaborative partnership between State, regional, district, and school-level teams.

- SIDT workgroups consisted of stakeholders from RIITs and SSIP districts and schools in the development and design of the SSIP MTSS Model.
- TZ coordinators are standing members of the SIDT and participate in monthly in-person and virtual meetings to share experiences, learnings, and needs for RIITs and SSIP districts and schools.
- Members of OSE's SSIP Leadership Team will visit each region of the TZ to further develop communication, share learnings, challenges, and needs. Information will be brought back to share with SIDT and OSE management.

**☑ Ongoing:** Develop an MTSS Community of Practice to support interactive learning across the TZ.

- On March 21, 2019, NYSED staff traveled to the Lower Hudson Valley region to participate in collegial work across the SSIP schools and districts. District and school-level leaders participated and shared accomplishments, challenges, and needs. Information was brought back to share with SIDT and OSE management.
- By the end of the 2018-19 school year, NYSED staff will visit the other two SSIP regions to continue these collegial conversations.
- During the 2019-2020 academic year, SIDT is planning to bring all three regions of the TZ together for collegial learning.

**☑ Ongoing:** District-driven activities to engage parents from school communities to learn about and contribute to the MTSS movement.

In one region of the TZ:

- Schools communicate with parents in their native languages.
- Weekend academies and evening events to encourage parent participation.
- School newsletters published in multiple languages.
- Provision of parent classes.
- Community outreach teams to engage parents.

## C. DATA ON IMPLEMENTATION AND OUTCOMES

### INTEGRATED SYSTEMS: CURRENT STATE OF SSIP COHORT OF SCHOOLS

Currently, NYSED supports several tiered systems for school improvement: Academic Intervention Services (AIS); RtI and PBIS; Social Emotional Learning; and culturally responsive and sustaining practices. In addition to OSE, seven additional NYSED offices partner in the oversight of these initiatives: Office of Student Support Services, Office of Early Learning, Office of Information and Reporting Services, Office of State Assessment, Office of Accountability, Office of Curriculum and Instruction and the Office of Bilingual Education and World Languages. NYSED continues to develop strategies and internal communication systems to increase collaboration and ensure a shared understanding of the SSIP MTSS Model across all the Offices.

#### General Education - Special Education Connection

Throughout the TZ, the continuous improvement cycle (PDSA) is being utilized. The current tools (SSIP MTSS Model and MTSS Self-assessment) are in use, and RIIT members are in the installation and initial implementation phases with SSIP Learning Sites. As this is the first improvement cycle, NYSED is gathering data to determine effectiveness of the developed model, validity and usability of the MTSS School-level Self-assessment, and where revisions and redesign may be necessary as implementation continues.

**Ongoing:** RIIT members are engaging general education staff in planning, professional development and coaching activities.

- In 10 out of 14 SSIP schools, RIIT members are including general education teachers in PD activities.
- In one SSIP school, planning and the delivery of PD also includes English as a New Language (ENL) staff.

### TRANSFORMATION ZONE IMPLEMENTATION DATA

Under the current OSE structures, NYSED does not prescribe a specific instrument to collect benchmark academic, behavior, and special education data. This decision is left to the SSIP Learning Sites. In terms of data for the SSIP, the responsibility of gathering data is with RIIT members providing embedded support to SSIP sites, the SSIP External Evaluator, and NYSED's Office of Information Reporting Services.

The SIDT identified the key data points in which to measure student outcomes, fidelity, and impact. However, the data being collected from each school within the TZ varies based on the instruments that the schools are using to track student progress. In addition to collecting information on infrastructure (teaming, schedule, etc.) and adult practices through the self-assessment, to be able to measure the impact of embedded support, it was necessary to establish a baseline (see appendix K for sample SSIP School-level Data Profile). In partnership with the

SITs, RIITs collected student-level data in the areas of literacy and behavior. Below is the regional data collected to date.

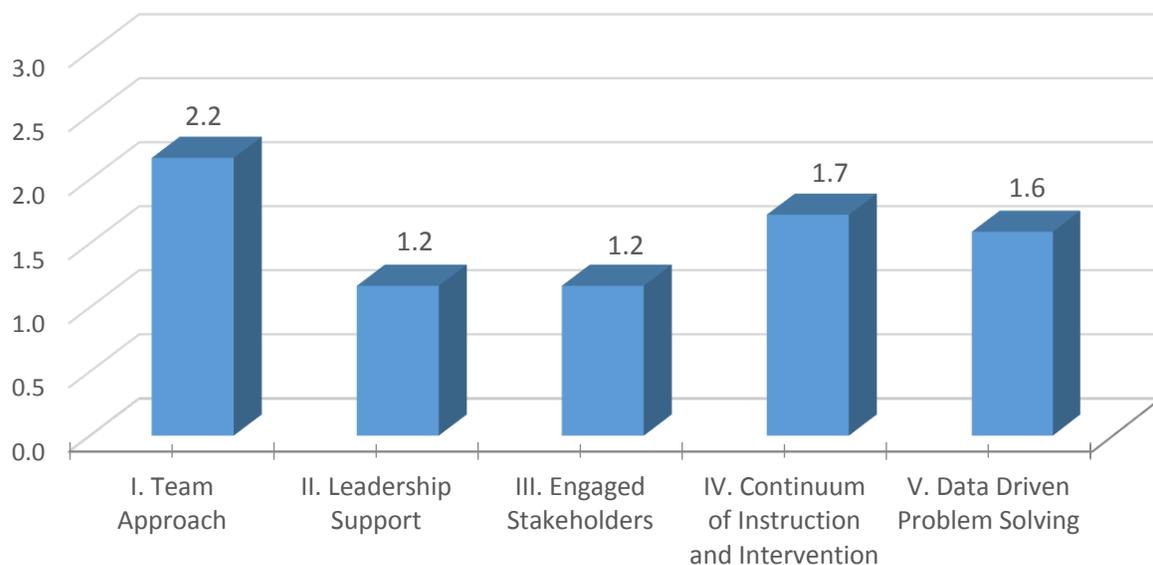
## SSIP MTSS School-level Self-assessment Results

The graphs in the section below illustrate each region's priority areas based upon self-assessment results. The Support Plan goals are reflective of these priority areas. Scores are based on the following scale (See ORGANIZATION and SCORING section in Appendix J for more information.):

- 3 – all criteria are currently in place
- 2 – 50% to 99% of criteria are currently in place
- 1 – 1% to 49% of criteria are currently in place
- 0 – no criteria are in place

### Long Island Region

Long Island Composite Core Component Scores



Long Island Regional Data from SSIP Support Plans (N = 3 schools)			
Types of Goals	Baseline (# of goals)	% of Goals that Indicate Growth	% of Goals Not Initiated or Not Measured
Student Outcomes	9	56%	44%
Practices	7	57%	43%
Systems Change	4	75%	25%

## Significant Areas of Growth:

### Student Outcomes

- 56 percent of students showed an increase in the ability to demonstrate strategies for emotional regulation.
- 80 percent of students were engaged in differentiated tasks.
- 85 percent of students were engaged in tiered learning tasks.

### Practices

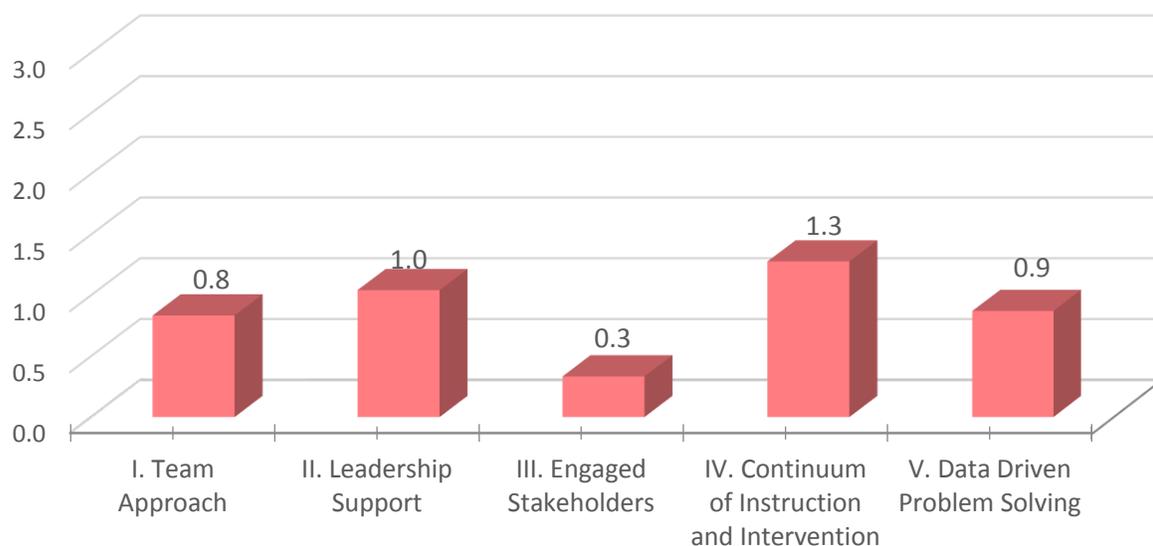
- 100 percent of staff used formative assessments to check for understanding.
- 63 percent of teachers have embedded PBIS language in teaching and redirection and acknowledgement of student behavior during instruction.

### Systems

- 85 percent of classrooms engaged in progress monitoring through peer feedback on identified skills.
- 100 percent of buildings have begun building progress monitoring infrastructure.

## Lower Hudson Valley Region

Lower Hudson Composite Core Component Scores



Lower Hudson Regional Data from SSIP Support Plans (N = 5 Schools)			
Types of Goals	Baseline (# of goals)	% of Goals that Indicate Growth	% of Goals Not Initiated or Not Measured
Student Outcomes	11	45%	55%
Practices	20	40%	60%
Systems Change	23	57%	43%

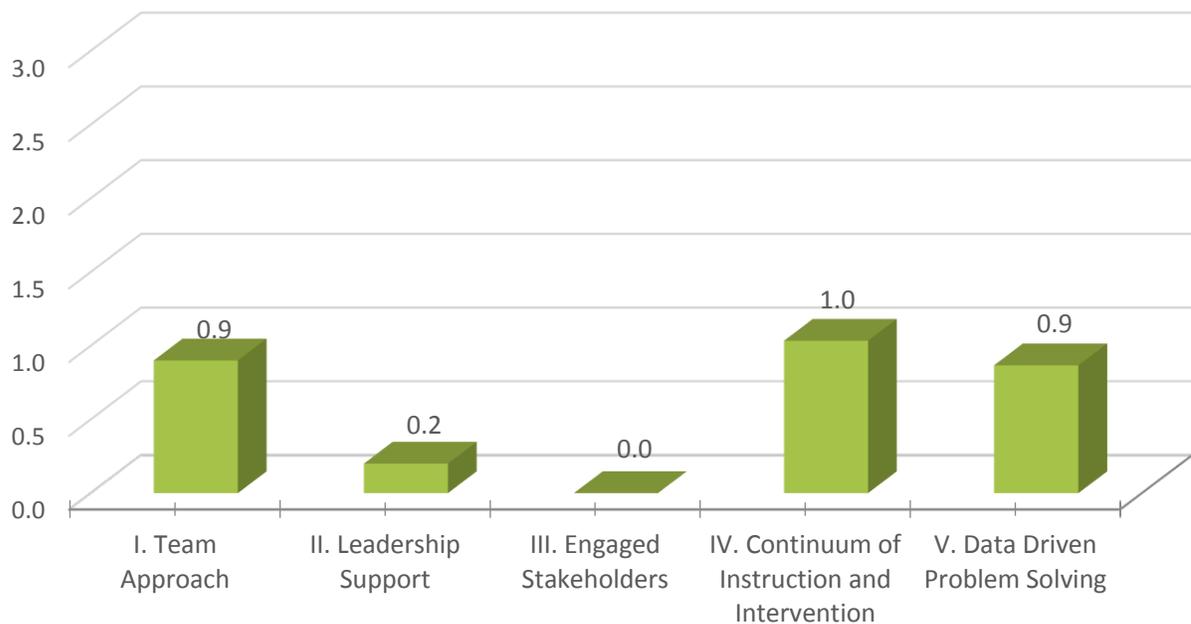
**Significant Areas of Growth:**

**Practices**

- 100 percent of classrooms are utilizing behavior lesson plans.
- 61 percent increase in implementation of PBIS.
- 86 percent of classrooms have three to five positively stated behavioral expectations posted.

**New York City Region**

NYC Composite Core Component Scores



NYC Regional Data from SSIP Support Plans (N = 5 Schools)			
Types of Goals	Baseline (# of goals)	% of Goals that Indicate Growth	% of Goals Not Initiated or Not Measured
Student Outcomes	5	40%	60%
Practices	8	50%	50%
Systems Change	7	71%	29%

**Significant Areas of Growth:**

**Student Outcomes**

- 100 percent of students participate in multi-sensory structured literacy instruction.
- 73 percent of students display mastery of consonants.

**Practices**

- 100 percent of teachers utilize Specially Designed Instruction tools to ensure access for all students.

For each of the three regions, at the culmination of the 2018-19 school year, benchmark data will be captured and used to measure the impact of changes in practice. These results, along with walk-through and a second administration of the MTSS School-level Self-assessment, will be utilized to begin to develop a Year 2 implementation support plan.

## **2018-19 SUPPORT TO SSIP LEARNING SITES**

Embedded support from the RIITs varies depending on the individual school needs as represented by the SSIP MTSS School-level Self-assessment, as well as priority areas agreed upon by RIIT and SIT members. Support ranges from a minimum of one time per week to twice weekly. The foci of this work are planning with school-level teams, data-driven discussions and problem solving, conducting classroom walkthroughs to identify practices and systems, progress monitoring, providing training and follow-up coaching on priority topics, classroom visits and debriefs, as well as TA.

RIITs reported a number of “Quick Wins” achieved in their first year of work with SSIP Learning Sites. The results of these early efforts have been organized into three levels: schoolwide systems level, classroom practice level, and the student level. Full results are displayed in Appendix L.

### **Systems-level “Wins” observed at SSIP Learning Sites**

- Deepened relationships and engaged multiple stakeholders in meaningful ways around MTSS implementation efforts.
- Facilitated the use of an integrated team approach to implement MTSS, with effective meeting structures, protocols, and diverse representative membership.
- Visible commitment from SSIP Learning Site leadership.
- SITs worked to align evaluation and improvement plans.
- SITs designed data systems, selected/created and installed data collection tools, and used data-based decision-making protocols.
- SITs installed schoolwide universal supports and programs, consistent with the NYSED SSIP MTSS.

### **Practice-level “Wins” observed at SSIP Learning Sites**

- Provided support for classroom staff in the successful early implementation efforts of EBPs in literacy and social emotional development and learning (SEDL).
- Helped instructional staff and leaders conduct an inventory of effective EBPs and began to develop fidelity structures and measures.
- Provided support for classroom staff in the successful use of data-based decision-making practices, (student assessment tools and data analysis methods and tools).
- Assisted instructional staff and leaders in exploring and implementing tiered intervention structures and interventions beyond universal instruction.

## Student-level “Wins” observed at SSIP Learning Sites

- Early, positive gains observed for students across locally established academic and behavior proficiency targets.

The RIITs also reported the following challenges during initial implementation at the SSIP Learning Sites:

- Inconsistent data system infrastructure across all schools to support the necessary data collection for the integrated MTSS Model.
- Difficulty scheduling time for meetings and coaching due to competing district and school-wide priorities.

## Evidence-Based Practices (EBPs)

MTSS is a framework or a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. It helps schools and districts to organize resources through the alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency ([www.cde.state.co.us/mtss/whatismtss](http://www.cde.state.co.us/mtss/whatismtss)). As part of NYSED’s SSIP MTSS initiative, Universal (Tier 1) EBPs include, but are not limited to:

- Explicit Direct Instruction
- Specially Designed Instruction
- Universal Design for Learning
- Formative Assessments to Evaluate Effectiveness of Instruction and Supports
- Self-Regulation Strategies
- Check in Check out
- Peer Review
- Flexible Groupings Based Upon Screenings/progress Monitoring
- Explicitly Stated Positive Behavior Expectations

## Goal(s)

- In 2019-20, stakeholders will identify evidence-based practices for Tier 2 and Tier 3 including developing practice profiles and fidelity measures.
- Develop a menu of EBPs to select from for each tier within the NYSED SSIP MTSS Model.

## Barriers to the work

During initial implementation, some issues have come to light that have directly impacted the work of the SSIP.

- Multiple Initiatives in place with other State agencies and between NYSED offices
  - **Solution:** RIITs working with individual schools to use the SSIP MTSS Model to align efforts that will provide the biggest impact on student outcomes.
- Turnover of district and school leadership in some learning sites.

- **Solution:** OSE Partnership (see Section on Plans for Next Year for more information), which is scheduled to be operational by July 1, 2019, will allow NYSED to provide intensive and targeted support to new school and district leaders.
- Consistent understanding and implementation of the MTSS Model
  - **Solution:** SIDT will create guidance for new RIITs that will include schedules, scope, and sequence of implementation, development, and implementation.
  - **Solution:** SIDT will create guidance for SSIP districts and learning sites to be sent prior to September 1, 2019, to ensure continuation of MTSS implementation efforts.

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## D. DATA QUALITY ISSUES

### SSIP MTSS SCHOOL-LEVEL SELF-ASSESSMENT

As with the continuous improvement cycle, the SIDT reconvened to study the first administration, its results, as well as potential changes required. The SSIP MTSS School-level Self-Assessment is a comprehensive assessment consisting of 107 items. Concerns were raised about the length and the potential time necessary to complete the assessment.

As predicted, the administration time varied from region to region, with completion time ranging from 1.5 hours to 3.5 hours, depending upon conversations, needs, and facilitation methods. The majority of school leadership teams were not deterred by the number of items and administration length, but excited by the fact that many categories generated deep conversations.

Following a debriefing session with the TZ Coordinators and the SIDT, challenges with the tool were identified.

#### Learnings:

- Data collection methods, tools, and reporting procedures vary significantly across the TZ.
  - Information collected is inconsistent
    - Even within the same district, schools are using different tools to gather and report data (AIMSweb, DIBELS, Fountas and Pinnell, etc.)
  - Some schools/districts are further ahead with how they share data at a glance to drive decision making
- Three out of 14 schools in the TZ do not have universal screeners for behavior. Some specialists providing embedded support in this area need additional support regarding systems available to align to the current systems already in practice in SSIP Learning Sites.
  - A small group of SIDT members have begun researching and developing a resource list for specialists to enable discussions with individual SSIP Learning Sites.

#### Needs

- A consistent method and collection template to capture school-level data related to SSIP MTSS initiative (established and disseminated 2/7/19 – see Appendix K).
- An electronic method for collecting data that enables ease of gathering, analysis, and reporting to enable midcourse corrections utilizing the cycle of continued improvement.
- A clear and explicit collection schedule with expectations to be shared with specialists and participating schools
- Additional guidance to assist in the disaggregation of data to measure impact on SiMR.

To remedy these issues, NYSED is developing additional guidance documents as well as a revised scoring template for the next administration of the SSIP MTSS School-level Self-assessment.

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## E. PROGRESS TOWARD ACHIEVING INTENDED IMPROVEMENTS

### INFRASTRUCTURE CHANGES THAT SUPPORT SSIP INITIATIVES, INCLUDING HOW SYSTEM CHANGE SUPPORT ACHIEVEMENT OF THE SIMR, SUSTAINABILITY, AND SCALE-UP

Based on learnings from SSIP implementation and a multi-year analysis of student outcomes, NYSED is restructuring its systems for the provision of PD and TA to districts statewide. Although the current technical assistance centers were designed to impact a specific area of special education, the level of impact was diminished because the centers functioned independently of one another and lacked a structure that enabled the work to intersect, creating silos and duplication of efforts. NYSED, in collaboration with stakeholders, determined there was a need to develop a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities ages birth to 21.

The new technical assistance network will be called the OSE Educational Partnership (the Partnership) and will increase district capacity using an intensive team approach to TA and PD that is implemented with consistency across NYS. The PD provided by the Partnership will focus on systems change through the provision of more efficient and streamlined services aligned to the work of NYSED under the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). The work will support schools to improve equity, access, and opportunity for all students.

The Partnership will be comprised of five Technical Assistance Partnerships, 12 Regional Partnership Centers, 14 Early Childhood Family and Community Engagement Centers, and 14 School-age Family and Community Engagement Centers. The Technical Assistance Partnerships will provide professional development to regional teams and develop materials for various stakeholders. Regional teams will provide direct training and support to families, approved preschool and school-age programs, public schools and districts, and community partners. The OSE Educational Partnership is scheduled to begin July 1, 2019. The OSE Educational Partnership is designed to:

- Provide a structure that facilitates systems change efforts and sustainability of those changes;
- Encourage and promote culturally and linguistically responsive and sustaining educational practices that includes families and communities as valued partners;
- Promote greater efficiency and effectiveness in the delivery of high-quality services to families and professionals;
- Create a comprehensive, multidisciplinary team approach focused on principles *from NYSED's [Blueprint for Improved Results for Students with Disabilities](http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf)* that supports our stakeholders (<http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf>); and
- Rely on data-driven problem-solving and decision making, as well as the use of EBPs.

The OSE Educational Partnership has an increased alignment with implementation science and structures that comprise the foundation of the SSIP and MTSS design. The learnings from the current SSIP cycle are shaping the framework of the Partnership that is being designed to scale-up the sustainability of MTSS structures across the State and improve outcomes for all students (Appendix M).

## THE OSE EDUCATIONAL PARTNERSHIP – CASCADE OF TEAMS

### State-level Team (SLT)

**Purpose:** Share information about current initiatives to determine areas of intersection and potential collaboration.

### Partnership Implementation Team (PIT)

**Purpose:** Develop a common language and understanding. The PIT will be prescriptive, focusing the work of the OSE Educational Partnership, as well as school participation, with input from stakeholders. It will identify and/or develop tools, resources, and materials to be used in statewide/regional learning, targeted support groups, and intensive partnerships.

### Regional-level Team (RLT)

**Purpose:** Determine regional strengths and needs; guide and support systems-change efforts within the region.

### Intensive Partnerships – Agency and District Team; School-level Team

**Purpose:** Build capacity, address needs and problem-solve at the agency, district and school levels.

**See Appendix N for more details regarding the teams.**

Based on the transition to the Partnership, the SSIP will be strengthened in the following ways:

- The SSIP Leadership Team membership and structure will be integrated into the PIT;
- SIDT members will continue to engage in productive reflection, product development and revision with subsequent decision making at regularly scheduled meetings (twice monthly);
- Additional capacity building at State and local levels;
- Development of a structured communication plan across all SSIP teams; and
- Improved stakeholder engagement activities.

## SCALING UP OF THE SSIP INITIATIVE: MTSS IMPLEMENTATION

Currently, the SSIP MTSS Model is in the initial implementation stage. “Students cannot benefit from education practices they do not experience. While this seems obvious (and it is), education systems have yet to develop the capacity to help all teachers learn to make good use of evidence-based practices that enhance the quality of education for all students.” (Fixsen, D., Blase, K., Horner, R., & Sugai, G. (2009)). [\*Scaling-Up Evidence-Based Practices in Education\*](#). Chapel Hill, NC: FPG Child Development Institute, University of North Carolina at Chapel Hill.) Research suggests that states should have a set of criteria in which to determine

scalability. “As a benchmark, “scaling up” innovations in education means that at least 60 percent of the students who could benefit from an innovation are experiencing that innovation in their educational setting.” (<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/SISEP-Brief1-ScalingUpEBPInEducation-02-2009.pdf>). “Start small and get better before extensive roll out” (Russel and Ward [NIRN], 2016). Researchers recommend initially introducing new interventions or innovations on a small scale before more broadly disseminating (as early successes are a cornerstone of scaling-up practices within districts and states) [Detrich, R. (2013)].

According to NIRN, the motto for initial implementation is “get started, then get better!” (<https://implementation.fpg.unc.edu/module-4/topic-5-initial-implementation-stage>). RIITs are working with schools to initiate systems change and modeling/coaching practitioners in implementing new practices. The priority focus of this stage is on continuous improvement. During initial implementation, staff are attempting to use newly learned skills (e.g., the evidence-based program) in the context of an organization, that is itself just learning how to change to accommodate and support this work. This is the most fragile stage where the awkwardness associated with trying new things and the difficulties associated with changing old ways of work are strong motivations for giving up and going back to comfortable routines (business as usual). Implementation team members ensure that the coaching and data systems are functioning to offer support and encouragement to staff as they help manage these new expectations. Celebrations of progress motivate continuing use of the new program or practices. Site data, observations of staff, and practitioner reports further inform what, if any, changes are needed in future trainings and coaching routines. This allows for adjustment before moving into the full implementation stage. Research states that four cycles are necessary before one can assume the SSIP work necessarily represents a potential system-wide solution, but as the value of the SSIP MTSS Model is demonstrated in the transformation zone, NYSED will determine capacity expansion and then align its policies, structures, roles, and functions.

### **2018-19 Scale-up and Sustainability Activities**

SSIP districts are embracing the SSIP MTSS Model guiding principles as evidenced by:

- 1) One SSIP School District Superintendent shared principles with all district staff on opening day providing a common understanding and district commitment to the MTSS framework.
- 2) Two SSIP districts have developed district-wide comprehensive MTSS plans.
- 3) One SSIP district restructured its pupil personnel services department to include an additional 3.5 positions to ensure the right infrastructure is in place to support the MTSS Model.
- 4) One SSIP district is shifting to new approaches in data-driven decision making at the middle school level.
- 5) One SSIP district is implementing behavioral and social-emotional supports through an MTSS framework at the high school level.
- 6) Two SSIP schools are beginning to merge academic and behavior teams to look at systems as a single integrated team.

- 7) Principals across the TZ are providing MTSS implementation progress with school boards of education.
- 8) SSIP districts and schools have used the SSIP MTSS Model to develop a graphic/visual representation illustrating the alignment of supports at each tier of the framework.

### **2019-20 Scale-up and Sustainability Activities**

- 1) SSIP MTSS Model and School-level Self-assessment will be posted on NYSED's Website by 2019-20.
- 2) While SSIP implementation efforts have been focused on grades 3-5, some participating schools have included kindergarten through fifth grade as their cohort of classrooms. To be proactive, NYSED will ensure that participating SSIP schools will include a continuum of support to include systems, practices and outcomes for students in kindergarten through grade 5.
- 3) NYSED will develop scale-up criteria and whether to scale vertically (add other regions of the State) or horizontally (deeper within TZ – add more schools within current SSIP districts) as well as the data points that will be used to measure effectiveness of the increased implementation.

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## F. PLANS FOR NEXT YEAR – 2019-20

As mentioned above, OSE is currently undergoing a restructuring of its systems for delivering PD and TA. The OSE Educational Partnership will be a coordinated and cohesive network of support to focus on the principles in *NYSED's Blueprint for Improved Results for Students with Disabilities* to increase school district capacity by using an intensive team approach to TA and PD, implemented with consistency across the State. The new structures, systems and personnel are listed below.

### TECHNICAL ASSISTANCE PARTNERSHIPS (TAPS)

Rather than individual technical assistance centers, OSE is shifting to TAPs. TAPs are funded contracts located within institutes of higher education. These partnerships serve two primary purposes: provide tools and resources for families and professionals, as well as provide direct support to the professionals within the Partnership. As of July 1, 2019, five TAPs, including Data, Transition, Behavior, Academics, and Equity, will be operationalized. These TAPs will support 12 Regional Partnership Centers located in 12 regions of the State.

### REGIONAL PARTNERSHIP CENTERS

The Regional Partnership Centers will engage in systems change work, providing a variety of supports, including regional learning opportunities, targeted skills groups, and intensive partnerships. Regional Partnership Centers will include a Systems Change Facilitator, Special Education Trainer, Behavior Specialist, Transition Specialist, Culturally Responsive Educator, Literacy Specialist, and Specially Designed Instruction Specialist.

### REGIONAL TEAMS

The Regional Partnership Centers will use a tiered framework for the delivery of professional development to stakeholders within the region. This will be done through the establishment of fewer contracts with deliverables aligned across specialists. Most importantly, the specialists within the Regional Partnership Centers will engage in their work using a team approach. Collaboration and communication will be critical to the success of the Partnership. As such, all members of the Partnership will be required to work professionally and collaboratively with one another. Meaningful engagement with all partners will improve the effectiveness of the intensive team approach to increase stakeholder capacity. A regional team is comprised of specialists from a Regional Partnership Center, an Early Childhood Family and Child Engagement (FACE) Center, and a School-age FACE Center.

Members of the regional teams will:

- Promote meaningful change within the educational system;
- Promote family and community engagement within the educational system;
- Provide information and training in the areas of literacy, behavior, transition, specially designed instruction, and equity; and
- Provide information and training about available service options for students from early childhood through high school.

These teams will be expected to provide TA and PD to a variety of stakeholders as determined through resource planning. Stakeholders will include students, families and staff of early childhood programs, approved special education preschools programs, public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools. Through a continuous improvement cycle guided by the regional teams, stakeholders will work toward sustainability and share promising and effective practices within the region and across the State.

## **IMPACT OF THE OSE EDUCATIONAL PARTNERSHIP ON THE SSIP**

All schools currently supported through the SSIP will continue their work under the OSE Educational Partnership.

- **Leadership**

The Partnership has also established the PIT, which began meeting in February 2019. The purpose of the PIT is to develop a common language and understanding of the OSE Educational Partnership. The PIT will be prescriptive, focusing the work of the Partnership, MTSS implementation (SSIP) as well as school participation, with input from stakeholders. Based on a broad understanding of NYS strengths and needs across agencies, the PIT will identify and develop tools, resources, and materials to be used in statewide and regional learning, targeted support groups, and intensive partnerships. Membership consists of members from multiple NYSED Offices in addition to partners from the TAPs for Data, Transition, Behavior and Academics. Beginning July 2019, the membership is scheduled to expand to include an Equity TAP.

- **Support to SSIP Learning Sites**

Under current structures, SSIP Learning Sites received embedded support by one or two specialists. Under the new structure, SSIP Learning Sites will have a multidisciplinary team based on the individual needs of the district and school. Regional team members will have the most up to date research-based EBPs, tools, and resources from the five TAPs. Additionally, they will provide information and training in the areas of literacy, behavior, transition, and equity for students from early childhood through high school.

Regional Partnership Centers will be expected to provide TA and PD to a variety of stakeholders as determined through a regional planning process. Stakeholders include students, families, and staff of early childhood programs/approved preschools, public school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools. Through a continuous improvement cycle guided by the regional teams, stakeholders will work toward sustainability and share promising/effective practices within the region and across the State.

Using a systematized process approved by the PIT, teams will:

- Provide a combination of discipline-specific regional trainings available to any interested party, such as families, school/district staff, community groups, etc.;
- Provide targeted professional development and technical assistance to groups around a common topic, (such as deeper learning after attending a regional training);

- Provide technical assistance and support to identified schools/districts; and
- Work in collaboration with the FACE Centers to provide capacity building focused on family and community engagement.

- **Professional Development and Coaching**

The PD provided by the OSE Educational Partnership will focus on systems change through the provision of more efficient and streamlined services to support implementation of the federal IDEA and ESSA and support schools in improving equity, access, and opportunity for all students.

- **Online Data Management System**

Under the Partnership, there will be an online data management system that will enable NYSED staff, the TAPs, Regional Partnership Center members, and FACE Centers to access disaggregated data (by school, district, region, BOCES, etc.). This data system will allow the PIT to understand the effectiveness of the work conducted by the OSE Educational Partnership, including providing a means to engage in course corrections.

- **Evaluation of Impact**

OSE currently contracts with an SSIP External Evaluator, whose contract ends on November 30, 2019. As of December 1, 2019, the Data TAP will assume responsibility of evaluating implementation of MTSS in SSIP school sites and progress on the SiMR for the remainder of the SSIP reporting period. In the meantime, OSE, the External Evaluator, and the Data TAP will work collaboratively to determine the most effective methods to evaluate the work of specialists, fidelity of implementation, and impact on students with learning disabilities. Once the end date comes closer, a plan will be developed to transfer information, tools, and resources to ensure the Data TAP understands the processes used and current status of SSIP.

## **PLANNED EVALUATION ACTIVITIES, INCLUDING DATA COLLECTION, MEASURES, AND EXPECTED OUTCOMES**

A plan will be solidified that will enable OSE to provide significant guidance to new regional teams as they embark on the work of implementing MTSS with in the SSIP school sites. This guidance will include, but is not limited to:

- Revision of 2018-19 Support Plans to ensure comprehensive lists of activities, supporting data, and other evidence of support.
- Additional guidance focused on data collection schedules including, but not limited to:
  - Self-assessment (September/June)
  - NIRN Initiative Inventory
  - Literacy Tiered Fidelity Inventory (TFI)
  - PBIS TFI
  - Student-level Data
    - Annual Screening/Benchmark (September/January/May)
    - Progress Monitoring Data

- Provision of a list of expected/approved tools to be utilized:
  - NIRN District Capacity Assessment
  - NYSED SSIP MTSS Model
  - NYSED SSIP School-level MTSS Self-assessment
  - NIRN Initiative inventory
  - (<https://implementation.fpg.unc.edu/resources/initiative-inventory>)
  - TFI for Reading (Michigan)
  - ([https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI/website\\_March\\_2018\\_R-TFI%20Elementary-Level%20Edition\\_v1.3.pdf](https://miblsi.org/sites/default/files/Documents/Evaluation/Fidelity/RTFI/website_March_2018_R-TFI%20Elementary-Level%20Edition_v1.3.pdf))
  - TFI for Behavior
  - ([https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20\(TFI\).pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf))
- Additional resources to include EBPs for each tier of the SSIP MTSS Model

### ANTICIPATED BARRIERS AND STEPS TO ADDRESS THOSE BARRIERS

Anticipated Barrier	Solution (s)
Attrition of trained members of SSIP Learning Sites	<ul style="list-style-type: none"> <li>● RIIT members partner with school-based implementation teams to develop action plans which outline a clear implementation path that includes sustainability factors from day one to ensure fidelity.</li> </ul>
SSIP MTSS Model may need to be revised based on diverse local level needs.	<ul style="list-style-type: none"> <li>● Shared decision-making model with protocols in place.</li> <li>● RIITs will have a clear plan outlined which will account for the diverse needs of each SSIP Learning Site.</li> <li>● Stakeholders and NYSED 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.</li> </ul>

### CONCLUSION:

Although the SSIP is in its initial implementation stage, NYSED continues to utilize the continuous improvement process to garner learnings to make revisions, redesigns, and develop solutions to ensure the work impacts all students, but especially those classified with learning disabilities. As a new cycle of usability testing begins, evidence will emerge to enable OSE to determine the value (implementation and fidelity data) of the SSIP MTSS Model within the TZ. NYSED will determine capacity, areas of expansion (scale-up), as well as identify potential technical and adaptive challenges to develop solutions, while aligning its policies, structures, roles, and functions. Development of a strategic scale-up approach will be addressed through a series of collaborative dialogues between NYSED offices. During this process, ongoing coaching and TA will be provided to continue to assist in the identification of current challenges and effective strategies for continuous improvement. In addition, SSIP team members will continue analyzing and identifying the key elements of transformative change processes that are being used by RIIT and SSIP Learning Sites to ultimately have a replicable model of MTSS to scale-up across NYS.

## Introduction

Measurement Incorporated (MI) created this planning document to assist the New York State Education Department's Office of Special Education (NYSED-OSE) 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-OSE'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 3

Engage in **Installation** and **Initial Implementation Stage** Activities at the State, regional, and local levels:

- Establish infrastructure and supports for implementation.
- Begin to operationalize the MTSS\* by way of iterative continuous improvement cycles (Plan, Do, Study, Act model).
- Engage in usability testing of the MTSS in regions and learning sites where there is capacity and readiness for early implementation.
- Share learning from early implementation across the Transformation Zone by establishing a Network Improvement Community for the Cohort 1 SSIP Learning Sites.
- Collect baseline data; install early iteration of MTSS Decision Support Data System for SSIP Learning Sites to collect Student (Type 1), Practitioner (Type 2), and School-wide system (Type 3) data.
- Continue to utilize frameworks and best practices from Implementation Science to strengthen and sustain teaming structures and communication systems and system capacity at each level of the system (Type 4 data).
- Conduct ongoing evaluation of all activities and share findings with the Network Improvement Community.



\*MTSS = the New York State Systemic Improvement Plan's Multi-Tiered System of Supports Model (NYS SSIP MTSS Model)

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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 and sustain SSIP Implementation Design Team (SIDT) to lead the SSIP and model practices

(Completed November 2017)

- (2017-18) Repurpose the SSIP Internal Leadership Team into the SSIP Implementation Design Team; develop a Selection Protocol to identify committed members: (1) develop selection criteria; (2) request nominations from the field; (3) produce a “Give-Get” for team members to consider and provide consent (“Give” = Terms of participation; “Get” = value proposition); finalize team membership; set a meeting schedule; review evaluation metrics and schedule; create SIDT guidance document, including terms of reference, norms, Plan, Do, Study, Act (PDSA) improvement cycle process, communication protocols.
- (2018-19) Update Team purpose, protocols, meeting schedule and membership, as needed; engage in continuous improvement activities to sustain and optimize team functioning.

### 1.2 Establish specialized Workgroups to help inform the design of the NYS SSIP MTSS Model

(Completed January 2018)

- (2017-18) 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 an effective innovation, data system, and training and coaching model and aligning those to support the MTSS framework.
- (2018-19) Optionally re-assign active members to provide ongoing guidance to the SIDT during installation and early implementation efforts.

### 1.3 Develop and sustain a virtual SSIP Community Workspace for SSIP teams to utilize to advance the work

(Completed December 2017)

- (2017-18) 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.
- (2018-19) Community workspace is updated and reorganized for ease of use; access is expanded/adjusted to accommodate new community members.

### 1.4 Develop and implement a communication system with bi-directional communication pathways

(In Progress, initiated January 2018)

- SSIP Implementation Design Team and Project Managers (PMs) 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 bi-directional communication protocols (what information, who prepares/receives, when, how?) and indicators of communication effectiveness (how will we know communication is working?).
- PMs, workgroup/team leads and liaisons will facilitate communication with other SSIP teams; they will also help create summaries of group/team progress for members to share out to their various constituencies/stakeholder groups<sup>1</sup>.
- SSIP PMs will help manage and monitor the communication system, however all SSIP teams will share ownership for maintaining an effective system.

### 1.5 Establish and sustain the SSIP State Leadership Team (SLT) to review results and learning from the SSIP and to guide SEA policy alignment

(Completed January 2018)

- (2017-18) Members are identified and invited; kick-off meeting is scheduled; SSIP SLT develops an agenda and convenes multiple times per year.

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

- (2018-19) Update team purpose, protocols, meeting schedule, and membership, as needed; engage in continuous improvement activities to sustain and optimize team functioning

**1.6 Establish and sustain the three Regional Integrated Intervention Teams (RIITs) to support implementation at SSIP Learning Sites** (Completed December 2018)

- Organize RIIT Planning Team (administrators) and Implementation Team (specialists); kick-off meeting is scheduled; RIITs develop team guidance documents and a workplan (i.e., updated Support Plans for each SSIP Learning Site using data collected from the MTSS Self-Assessment); convene regularly.

**1.7 Establish SSIP District Implementation Teams (DITs) to facilitate SSIP implementation at the building level**

(In Progress, initiated December 2018)

- Repurpose district level teams to support implementation of the MTSS framework.
- Develop team guidance document and a workplan with guidance from RIIT; convene regularly.

**1.8 Establish the SSIP School Implementation Teams (SITs) to implement effective innovations outlined in the SSIP**

(In Progress, initiated April/May 2018)

- Repurpose school level teams to support implementation of the MTSS framework.
- Develop team guidance document and a workplan with guidance from RIIT (updated Support Plan using data collected from the MTSS Self-Assessment); convene regularly.

**1.9 SSIP Implementation Teams develop Continuous Improvement Plans to help them monitor performance and build team capacity**

(In Progress)

- The SIDT, SLT, RIITs, DITs and SITs 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.

<b>Planning Team:</b>	<b>Implementation Team:</b>
■ RSE-TASC Coordinator	■ SESIS
■ OSE Representatives (SEQA/PDSS)	■ Behavior Specialist
■ TAC-D Representative	■ TAC-D Representative (as needed)
■ BOCES Superintendent	■ Bilingual Spec. Ed. Specialist
■ SESIS Administrator (if applicable)	■ Regional Spec. Ed. Training Specialist
■ RTI Consortium Member (as needed)	■ Spec. Ed. Parent Center Representative

## Strategy I Deliverables

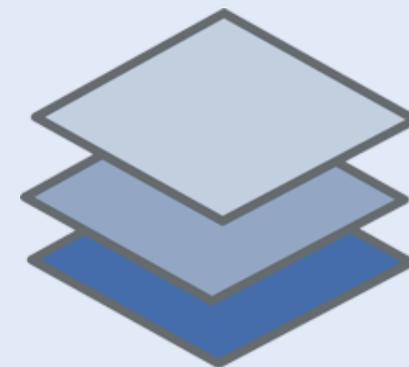
ITEM	DESCRIPTION
<b>SIDT Team Guidance Document</b>	Terms of reference including norms, member roles, decision-making structures, etc.
<b>Communication Protocols</b>	Outline of communication pathways between the team in the SSIP cascade and to the general public.
<b>SSIP Improvement Plan</b>	Outline of key activities for Years 4 (2017-18) and 5 (2018-19) of the SSIP
<b>SSIP Community Workspace</b>	Google Drive with folders and guidance/technical assistance documents accessible to SSIP team members.
<b>SSIP Organizational Structure</b>	Non-hierarchical representation of the proposed SSIP infrastructure, visualizing key structures, systems and processes.
<b>SSIP Team Key Functions</b>	Reference document highlighting the key roles of each implementation team on the cascade.
<b>SSIP Infrastructure Map</b>	Graphic representation of the cascading implementation teams and the stakeholder groups represented on those teams.
<b>SSIP Project Profile</b>	Short description of project purpose, outcomes, and definitions of key terms.
<b>Guidance Documents</b>	Guidance for the creation of SSIP SLT, RIITs, DITs, SITs.
<b>SSIP Progress Report</b>	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.
<b>State Capacity Assessment</b>	Self-assessment tool measuring fidelity and strength of implementation drivers (indicators of an enabling context to support implementation) at the State level.
<b>Regional Capacity Assessment</b>	Self-assessment tool measuring fidelity and strength of implementation drivers (indicators of an enabling context to support implementation) at the regional level.
<b>District Capacity Assessment</b>	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 NYSED 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 MTSS program leaders, trainers and implementers.

### Defining the strategic vision:

- Operationally define the MTSS 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.
- Check inventory tools, resources, and guidance documents currently in use 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.
- 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 SSIP MTSS Model

(Completed 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 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 MTSS to be implemented in the SSIP Transformation Zone.

### 2.2 Define Capstone Evidence-based Practices (EBPs) to support universal instruction in Literacy, SEDL<sup>2</sup> and EI<sup>3</sup> within the MTSS

(In Progress, initiated October 2018)

- NYS SSIP TAC Partners contribute expertise about universal (Tier 1) instructional practices to support literacy, SEDL, and EI; ensure alignment within the MTSS framework.
- SIDT will consult with workgroups, RIITs, and DITs to define **capstone practices** inside the MTSS.

### 2.3 Create a web-based MTSS Resource Library to store and share resources developed for the SSIP

(In Progress)

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

#### 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 (EBPs) identified by the State stakeholders to focus on during initial implementation. Training, coaching, and evaluation will target these specific practices. EBPs to support literacy, SEDL, and EI within the MTSS are the focus because they are aligned with the State Identified Measurable Result (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 to be 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 @ NYSED, 1/5/18)

<sup>2</sup> Social Emotional Development and Learning.

<sup>3</sup> Explicit Instruction.

**2.4 Develop a comprehensive set of implementation tools**

**(In Progress, initiated July 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.

**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 to work 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>*

**Strategy II Deliverables**

ITEM	DESCRIPTION
<b>MTSS Framework Critical Components</b>	A list with clear descriptions of the essential core components of the MTSS.
<b>MTSS Resource Library</b>	An online platform hosting resources for MTSS implementation guides, practical fidelity assessments, relevant research and presentations.
<b>Practice Profile for school-wide MTSS implementation</b>	Rubric defining performance behaviors/activities for building leaders and building-level teams implementing the MTSS.
<b>Practice Profiles for Evidenced-based Practices (EPBs) for GE teachers and specialists leading instruction</b>	<p>Rubrics defining performance behaviors/activities for building instructional staff implementing EPBs in the MTSS. This includes:</p> <ul style="list-style-type: none"> <li>■ Literacy EPBs (RTI TAC helps to define components).</li> <li>■ SEDL EPBs (PBIS helps define components).</li> <li>■ EI EPBs (defined by literature and guidance created by RSE-TASC EI Specialists that is currently in use in NYS).</li> </ul>
<b>MTSS Data Collection Tools for implementation at the building level</b>	Guidance for collecting, using, and communicating MTSS student-level data elements; Practical Performance Fidelity Assessments for teachers and school leaders; School-wide Program Fidelity Assessment.

**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.

*Retrieved from: <http://implementation.fpg.unc.edu/resources/lesson-3-practice-profiles>*

## 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 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 MTSS

(Completed March 2018)

- (2017-18) 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 MTSS.
- (2018-19) SIDT collaborates with project stakeholders to operationalize critical components into Practice Profiles to be used by MTSS SSIP Trainers/Coaches on the RIITs.

### 3.2 Develop a Comprehensive SSIP Training Plan

(In Progress, initiated May 2018)

- Use MTSS Practice Profiles to identify content components and structures for foundational training in Year 5 (2018-19) for the first cohort responsible for initial implementation of the 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 (SMEs).
  - 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 MTSS and EBPs in EI, 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 Assessments<sup>4</sup> 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 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 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/CRE; Defining, goal setting, measuring student outcomes; Data Systems; Coaching models; Identifying Bright Spots

### 3.3 Develop a Comprehensive SSIP Coaching Plan

(TBD)

- SIDT and PD-TA-Coaching Workgroup collaborate to operationalize critical components into Practice Profiles for MTSS coaches. Use the following guidance: *Building a Coaching System: Considerations & Best Practices*, recommendations for the SIDT from Dr. Caryn Ward<sup>5</sup>.
- SIDT with consultation from the PD-TA-Coaching Workgroup develops definitions for coaching, targeting three layers of implementers of the MTSS:
  - Layer 1:* Coaching for Regional Integrated Intervention Team (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 MTSS and EBPs in EI, Literacy, and SEDL.

### 3.4 Provide Foundational Training in Initial Implementation of the MTSS for teams in the Transformation Zone

(In Progress, initiated August 2018)

- Train RIITs. Representative members from the SSIP Implementation Design Team and workgroups attend regional trainings; communicate summary of training content back to SIDT.

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

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

- Train DITs and SITs and leaders (i.e., via the Network Improvement Community model).
- Train district/building-level instructional staff (in accordance with Support Plans co-created by RIITs and SSIP Learning Sites).

**3.5 Provide continuous, targeted Technical Assistance and Coaching for teams in the SSIP Transformation Zone**

**(Ongoing, initiated April 2017)**

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

- SIDT: scheduled in-person or virtual TA from National SMEs.
- RIITs: scheduled on-site coaching and virtual TA (i.e., via network-wide Professional Learning Centers (PLCs)).
- DITs, SITs, and leaders as outlined in the Support Plans
- District/building-level instructional staff as outlined in the Support Plans.

**Strategy III Deliverables**

ITEM	DESCRIPTION
<b>PD and Coaching Model Critical Components</b>	A list with clear descriptions of the essential core components of high-quality PD and coaching to support fidelity implementation of the MTSS and Capstone Practices.
<b>Practice Profiles for MTSS Trainers</b>	<p>Rubrics defining performance behaviors/activities for State and regional trainers providing PD to regional, district, and building implementation teams, and building-level instructional staff.</p> <p><b>Practice Profiles</b> 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. Retrieved from: <a href="http://implementation.fpg.unc.edu/resources/lesson-3-practice-profiles">http://implementation.fpg.unc.edu/resources/lesson-3-practice-profiles</a></p>
<b>Practice Profiles for MTSS Coaches</b>	<p>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.</p>
<b>Comprehensive MTSS Training Plan</b> 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.
<b>Comprehensive MTSS Coaching Plan</b>	Annual plan mapping out 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

(In Progress, initiated September 2018)

- (2017-18) Data Workgroup recommends to the SIDT critical components to be collected by the MTSS Decision Support Data System.  
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 MTSS)  
*Type 3:* School-wide 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]

- (2018-19) 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); use data to assess needs, plan, and monitor progress**

(June-July 2019)

- Specialists from RIITs help prepare<sup>6</sup> DITs to complete the District Capacity Assessment and facilitate the process; DITs collect Type 4 baseline data and set goals and benchmarks for the year.
- Regional Planning Team members help prepare RIITs to complete Regional Capacity Assessment; RIITs collect Type 4 data and set goals and benchmarks for the year.
- Project Managers and Team Leaders help prepare the SIDT to complete the State Capacity Assessment; SIDT collects Type 4 data and sets goals and benchmarks for the year.

**Capacity Assessments** measure how well Education Agencies (districts, SEAs) are using evidence-based implementation practices as intended to support the use and scale-up of an innovation (the 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

**4.3 Collect Comprehensive Baseline Data at the Site Level and Update Improvement Plans; use data to assess needs, plan, and monitor progress**

(Ongoing, initiated October 2018)

- SITs collect Type 1, 2, and 3 baseline data; SITs set goals and benchmarks for the year.

**4.4 Develop MTSS Data Dashboards**

(August 2019)

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

**Strategy IV Deliverables**

ITEM	DESCRIPTION
<b>Critical Components of MTSS Data System</b>	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.

<sup>6</sup> 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.

<b>Comprehensive Data Collection Plan</b>	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.
<b>Baseline Data Reports</b>	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.
<b>MTSS Data Dashboards</b>	Performance metrics displayed in consumable visuals, accessible online, updated quarterly or as needed

## Improvement Strategy V:

# State Education Agency-Local Education Agency Partnership and Community Engagement

Establish a collaborative partnership with SSIP Learning Sites; build an 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

(Ongoing, initiated September 2017)

- SIDT and workgroups communicate with SSIP sites and stakeholders.
- Regional Integrated Intervention Teams 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

(Completed June 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 required from the district superintendent and building principal.

### 5.3 Create a public website for communicating SSIP project information

(In Progress, initiated May 2018)

- SIDT designs a website<sup>7</sup> 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 an MTSS Community of Practice (SSIP Network Improvement Community) to support interactive learning about MTSS in the SSIP Transformation Zone

(In Progress, initiated August 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 MTSS.
- Refer to activities listed in Building Engagement section of *Leading by Convening*<sup>8</sup> resource (pp 83-84).

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 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 and recommendations from this review to the district superintendent.

**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.

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

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

**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**

**(Ongoing, initiated June 2018)**

- SIDT and RIITs consult 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 SITs to support activities, evaluate process and impact of activities, and develop guidance for sustainability and replication.

**Strategy V Deliverables**

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

New York State 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 percentage of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments**

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

\***MTSS** = the New York State Systemic Improvement Plan’s Multi-Tiered System of Supports Model (NYS SSIP MTSS Model)

New York State SSIP – Logic Model

**INPUTS**

**Materials, Tools, Guidance**

- Blueprint for Improved Results for Students with Disabilities
- DTSDE Reports/School Comprehensive Improvement Plan (SCIPs)/Quality Improvement Plans (QIPs)
- Evidence-based Programs, Fidelity Guides, and information (including quality indicators on MTSS and EBPs, OSP web-based resources, etc.)
- Valid, reliable benchmark and progress monitoring tools
- Culturally Responsive Education (CRE) Guidance
- Social Emotional Development and Learning (SEDL)/Positive Behavioral Support (PBS) Guidance
- Parent Center Resources
- SEA-LEA Partnership Agreements/MOUs

**Technology**

- Student-level Data Systems (LEAs, RICs, IRS, etc.)
- Other Data Warehouses

**Strategy II: Program and Resource Development**

ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> <li>■ Define the <b>NYS SSIP MTSS Model</b></li> <li>■ Define <b>Capstone evidence-based practices (EBPs)</b> to support Literacy, SEDL and EI within the MTSS</li> <li>■ Create a web-based <b>MTSS resource library</b> to store and share resources developed for the SSIP</li> <li>■ Develop a comprehensive set of <b>implementation tools and guidance materials</b></li> </ul>	<ul style="list-style-type: none"> <li>■ The <b>MTSS and Capstone EBPs</b> to support literacy, SEDL, and EI within the MTSS are clearly defined (knowable, doable, assessable) and operationalized for usability testing at SSIP Learning Sites</li> <li>■ A comprehensive set of aligned <b>implementation tools and guidance materials</b> are shared on the <b>MTSS resource library</b> and accessed by SSIP implementation teams and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>■ The MTSS and implementation tools are <b>compatible</b> with other State/local models, and with improvement processes currently in use</li> <li>■ SSIP Learning Sites have <b>improved access</b> to up-to-date implementation resources and contextualized guidance</li> <li>■ SSIP learning sites have <b>increased their utilization</b> of implementation tools developed by SSIP teams, and are satisfied with practicality and ease of use</li> </ul>	<ul style="list-style-type: none"> <li>■ Tools such as Practitioner Guides, Implementation Checklists and Practical Performance Assessments have been <b>refined and validated for use in scale up</b></li> </ul>

**Strategy III: Professional Development, Technical Assistance, and Coaching**

ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> <li>■ Define the <b>PD and Coaching Delivery Models</b> to use to support implementation of the MTSS</li> <li>■ Develop a <b>Comprehensive Training Plan</b></li> <li>■ Develop a <b>Comprehensive Coaching Plan</b> to support and improve fidelity implementation</li> <li>■ Provide <b>foundational training</b> in Initial Implementation of the MTSS for teams in the SSIP Transformation Zone</li> <li>■ Provide continuous, targeted <b>technical assistance and coaching</b> for teams in the SSIP Transformation Zone</li> </ul>	<ul style="list-style-type: none"> <li>■ The <b>PD and Coaching Models and Plans</b> used to support implementation of the MTSS and Capstone EBPs are operationalized and coordinated with PD plans of SSIP Learning Sites</li> <li>■ <b>SSIP Implementation Teams are trained</b> in facilitation and coaching skills to support effective implementation of the MTSS and Capstone EBPs</li> <li>■ <b>SSIP Implementation Teams receive ongoing TA and coaching</b> to support their facilitation of fidelity implementation of the MTSS and Capstone EBPs</li> <li>■ <b>Staff and leaders at SSIP Learning Sites are trained</b> in effective implementation of the MTSS and Capstone EBPs</li> <li>■ <b>Staff and leaders at SSIP Learning Sites receive ongoing TA and coaching</b> to support their fidelity implementation of the MTSS and Capstone EBPs</li> </ul>	<ul style="list-style-type: none"> <li>■ There is <b>increased collective clarity around, and support for, the PD and Coaching Models</b> implemented by State TACs and RIITs to provide ongoing, high-quality support for SSIP Learning Sites</li> <li>■ RIITs <b>increase their understanding and self-efficacy to facilitate implementation</b> of the MTSS and Capstone EBPs</li> <li>■ Staff and leaders at SSIP Learning Sites <b>increase their understanding, self-efficacy to implement, and use</b> of the MTSS and Capstone EBPs</li> <li>■ Districts and schools intentionally <b>integrate the Quality PD and Coaching Model</b> designed to support fidelity implementation of the MTSS</li> <li>■ LEA leaders participating in the SSIP <b>increase their use of leadership practices</b> aligned with the MTSS</li> </ul>	<ul style="list-style-type: none"> <li>■ There is <b>increased quality of on-site PD, TA, and coaching</b> support services provided to SSIP Learning Sites by RIITs</li> <li>■ <b>RIIT specialists have increased fidelity</b> implementation of the identified facilitation and coaching practices used with teams and staff at SSIP Learning Sites</li> <li>■ Staff and leaders at SSIP Learning Sites <b>increase GE-SE cooperative planning and fidelity use of MTSS data to inform decisions</b></li> <li>■ Staff and leaders at the SSIP Learning Sites have <b>increased fidelity implementation</b> of Capstone EBPs – literacy, SEDL, and Explicit Instruction – within the MTSS</li> </ul>

**LONG TERM OUTCOMES**

**Student Level Outcomes**  
*at Cohort 1 Learning Sites*

- 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

**Practice Level Outcome**  
*at Cohort 1 Learning Sites*

- Practitioners **increase fidelity implementation** of additional identified academic and behavior EBPs in Tier 1, Tier 2 and Tier 3 instructional settings

New York State SSIP – Logic Model

Strategy IV: Needs Assessment, Improvement Planning, and Monitoring			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> <li>Establish a <b>Decision Support Data System and Evaluation Plan</b> for collecting, analyzing and reporting actionable MTSS data</li> <li>Administer <b>Implementation Capacity Assessments</b> to SSIP system-level teams (DITs, RIIT, SIDT)</li> <li>Collect <b>Comprehensive Baseline Data</b> and <b>Update Improvement/Implementation Plans</b></li> <li>Develop <b>MTSS Data Dashboards</b> to communicate performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>The <b>MTSS data system and evaluation plan</b> are implemented and coordinated across all SSIP teams and SSIP Learning Sites</li> <li><b>Data Coordinators on each DIT are trained</b> in the collection of MTSS data and connected through a Community of Practice [through Foundational Training]</li> <li><b>Baseline Data</b> is reviewed by all SSIP Implementation Teams and used to develop/update <b>Implementation Plans</b>; these plans are communicated to SSIP stakeholders</li> <li><b>Data Dashboards</b> display implementation progress and performance metrics which are frequently updated and accessible to all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Staff, leaders, and stakeholders at SSIP Learning Sites <b>increase access and use</b> of the MTSS data system for continuous improvement (i.e., a <i>Plan, Do, Study, Act Cycle</i>)</li> <li>Districts' and schools' improvement plans (Support Plans) show <b>increased alignment</b> with the goals of MTSS implementation</li> <li>Staff, leaders and stakeholders at SSIP Learning Sites experience <b>increased satisfaction</b> with the communication and use of progress monitoring data</li> </ul>	<ul style="list-style-type: none"> <li>SSIP Learning Sites <b>increase their capacity</b> to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data (student, practitioner, school, district)</li> <li>State and regional implementation teams <b>increase their capacity</b> to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data (LEA, regional, State)</li> <li>SSIP Learning Sites demonstrate progress toward achieving <b>benchmark targets</b> identified for students with learning disabilities, including students in specified sub-groups, laid out in their Support Plans (and QIPs, CEPs, etc.)</li> </ul>

Strategy V: SEA LEA Partnership and Community Engagement			
ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	INTERMEDIATE OUTCOMES
<ul style="list-style-type: none"> <li>Engage in <b>ongoing communication</b> with SSIP Learning Sites to help create readiness for implementation</li> <li>Create a <b>collaborative Partnership Agreement</b> between the State and the SSIP Learning Sites establishing mutual understanding and commitments</li> <li>Create a <b>public website</b> for communicating SSIP project information</li> <li>Develop an <b>MTSS Community of Practice</b> (<i>SSIP Network Improvement Community</i>) to support interactive learning about the MTSS in the SSIP Transformation Zone</li> <li>Support the organization of <b>district-driven activities to engage families and members from the local communities</b> in learning about, and contributing to, the MTSS movement</li> </ul>	<ul style="list-style-type: none"> <li><b>SSIP Learning Sites receive information and assistance</b> from the SIDT and RIITs to use to ready staff and stakeholders to participate in the SSIP</li> <li><b>The State and SSIP Learning Sites commit to mutually agreeable terms</b> for a 2-year partnership, including an annual process for review and revision (recommitment)</li> <li>A <b>public website</b> is launched with clear guidance for stakeholders about how to use the site and how to submit feedback</li> <li><b>SSIP stakeholders receive guidance</b> on the value of, and how to participate in, the MTSS Community of Practice</li> <li><b>SSIP Learning Sites receive support and assistance</b> designing and offering engagement events/opportunities to local families and community members</li> </ul>	<ul style="list-style-type: none"> <li>Among district and school leaders from SSIP Learning Sites, there is <b>increased satisfaction</b> with the RIIT and NYSED in their efforts to improve systems and outcomes for student with learning disabilities</li> <li>There is <b>increased access to/activity on</b> the SSIP public website</li> <li>Among families and community members from SSIP Learning Sites, there is <b>increased participation</b> in the MTSS Community of Practice</li> <li>Among families and community members from SSIP Learning Sites, there is <b>increased participation</b> in engagement events/literacy trainings for adult learners</li> </ul>	<ul style="list-style-type: none"> <li>Among families and community members from SSIP Learning Sites, there is <b>increased awareness</b> and understanding of the MTSS and how it supports outcomes for all students and students with disabilities</li> <li>Among families and community members from SSIP Learning Sites, there is <b>increased involvement/engagement</b> of families of all cultural and linguistic backgrounds in the special education process and school decision-making about the MTSS</li> </ul>

## NYS SSIP – Theory of Action

Appendix B-2

<i>Strands of Action</i>	<i>If NYSED...</i>	<i>Then partnering LEAs will...</i>	<i>In order for partnering schools to...</i>	<i>Which will lead to long-term outcomes for students, including:</i>
<b>Collaboration and Governance</b>	<ul style="list-style-type: none"> <li>• Engages stakeholders</li> <li>• Collaborates with other NYSED offices</li> <li>• Aligns technical assistance resources</li> <li>• Establishes State and Regional MTSS* collaboration teams, governance structure</li> </ul>	<ul style="list-style-type: none"> <li>• Engage families and community members</li> <li>• Receive consistently aligned messages and support in improving outcomes for students with learning disabilities</li> <li>• Establish MTSS district and school-level implementation teams</li> </ul>	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>• Implement with increasing fidelity, multi-tiered systems of support to improve academic, social-emotional, and behavioral outcomes</li> </ul> <p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Implement with increasing fidelity, universal, targeted, and intensive interventions/EBPs to support improved academics, social-emotional, and behavioral outcomes</li> <li>• Understand unique learning characteristics, culturally and linguistically relevant, and specially designed instructional practices to support students with learning disabilities</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Utilize data systems to identify and inform (1) classroom instructional and eligibility decisions and monitor student progress; (2) professional learning needs of staff and school leaders; (3) resources and system policies to facilitate implementation and scale-up</li> </ul>	<p><b>SIMR:</b>  <b><i>For students classified as students with learning disabilities at SSIP Learning Sites (grades 3-5), increase the percentage of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments</i></b></p>
<b>Training and Technical Assistance</b>	<ul style="list-style-type: none"> <li>• Funds Technical Assistance Centers (PBIS, RtI, TAC-D, RSE-TASC, Special Education Parent Centers) that deliver high quality professional development and coaching to effectively prepare personnel to support school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in professional development and technical assistance designed to improve equitable student outcomes</li> <li>• Receive coaching to increase fidelity and extend impact</li> </ul>		
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Communicates vision effectively and provides guidance and support in a timely and responsive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Model and provide information to staff about change strategies to improve instruction in schools</li> </ul>		
<b>Support for struggling schools</b>	<ul style="list-style-type: none"> <li>• Selects SSIP Learning Sites and provides integrated professional development and technical assistance in the implementation of the MTSS and evidence-based practices (EBPs)</li> </ul>	<ul style="list-style-type: none"> <li>• 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, Social Emotional Development and Learning and Explicit Instruction</li> </ul>		
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Develops an evaluation system that measures:                             <ul style="list-style-type: none"> <li>➢ Student progress and outcomes in behavior and academics, including sub-groups of students</li> <li>➢ Practice change and fidelity use of EBPs</li> <li>➢ Building-level fidelity implementation of MTSS and EBPs</li> <li>➢ District, regional, and State-level capacity to support and sustain implementation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Adjust systems and practices as informed by fidelity measures and student outcomes</li> </ul>		

\*MTSS = the New York State Systemic Improvement Plan’s Multi-Tiered System of Supports Model (NYS SSIP MTSS Model)

*NYSED's SSIP YEAR 5 – Evaluation Plan (1.1.19)*

## Introduction

The NYS State Systemic Improvement Plan (SSIP) Evaluation Plan is presented. Section 2 presents the evaluation plan to monitor progress toward accomplishing the long-term outcomes of the SSIP project, which includes the State Identified Measurable Result (SIMR).

These plans represent the organization of the SSIP as it is currently envisioned. They are fluid and adaptable to the changing landscape of implementation. As the SSIP implementation teams embark on new phases of work and making new discoveries, some of the activities and targets may need to be modified. The task of the team of evaluators at Measurement Incorporated is to partner with the State, regional, and local stakeholders participating in the project to gather timely information to use to improve and refine these plans and instruments to more accurately account for the efforts that are being undertaken to achieve the desired outcomes for the project.

## Section 1

The Strategy Process Evaluation Tables (Tables 1, 3, 5, 7, 9) examine the progress implementing the activities within each SSIP Strategy listed in the Improvement Plan. These tables list the improvement activities, the desired outputs (products of the activity), the indicators to measure the degree to which the outputs have been achieved, the instruments and methods used to assess the indicators, and the projected timeline for completing those data collection activities. Based upon the implementation progress observed across all five strategies, one can expect to see progress toward accomplishing a number of the SSIP's desired short-term and intermediate outcomes associated with those strategies.

The Strategy Outcomes Evaluation Tables (Tables 2, 4, 6, 8, 10) examine the progress toward achieving the desired outcomes associated with each SSIP Strategy. These tables list the overarching goal, the desired outcomes, the indicators to measure the degree to which the outcomes have been achieved, the instruments and methods used to assess the indicators, and the projected timeline for completing those data collection activities. Based upon the progress observed toward achieving these short-term and intermediate outcomes, one can expect to see progress toward achieving a number of the SSIP's desired long-term outcomes for schools, teachers, and students.

## Section 2

The SSIP Student and LEA Outcomes Evaluation Table (Table 11) examines the progress toward achieving the desired long-term outcomes of the project, including the SIMR. This table lists the desired outcomes, the indicators to measure the degree to which the outcomes have been achieved, the instruments and methods used to assess the indicators, and the projected timeline for completing those data collection activities.

NYSED’s SSIP YEAR 5 – Evaluation Plan (1.1.19)

Section 1

Evaluation Plan for Strategy I: Organizational Capacity Building

TABLE 1  
Strategy I Process Evaluation: Progress Implementing Activities from the Improvement Plan

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
<p><b>1.1</b> Establish and sustain the <b>SSIP Implementation Design Team (SIDT)</b> to lead the SSIP project and model practices</p>	<ul style="list-style-type: none"> <li>■ SIDT is established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups</li> <li>■ SIDT convenes frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work</li> <li>■ SIDT produces project documents, resources and plans communicating the vision, purpose, and implementation plans for the SSIP</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> SIDT maintains a member roster which includes well qualified representatives from multiple stakeholder groups in the system</li> <li><b>B</b> SIDT achieves at least 85% attendance at each meeting</li> <li><b>C</b> Recommended practices and structures for effective team functioning<sup>1</sup> are well defined and used consistently</li> <li><b>D</b> SIDT convenes at frequent, regular intervals as decided by members</li> <li><b>E</b> Co-created products have been communicated and made accessible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols)</li> <li>• <b>Observations<sup>2</sup></b> (Evaluator)</li> </ul>	<p>Annually or as needed: March 2019 March 2020</p>
<p><b>1.2</b> Establish specialized <b>workgroups</b> to help inform the design of the MTSS*</p>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Workgroups convene frequently to collaborate, document and communicate updates to SIDT</li> <li>■ Workgroups produce program design recommendations to the SIDT</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> Workgroup member roster includes well qualified representatives from multiple stakeholder groups in the system</li> <li><b>B</b> Recommended practices<sup>1</sup> and structures for effective team functioning are well defined and used consistently</li> <li><b>C</b> Workgroups convene at least 2x, monthly</li> <li><b>D</b> Workgroups achieve at least 85% attendance at each meeting</li> <li><b>E</b> Co-created products have been communicated and made accessible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul>	<p>June 2018 (or when workgroups conclude)</p>

\* **MTSS** = the New York State Systemic Improvement Plan’s Multi-Tiered System of Supports Model (NYS SSIP MTSS Model)

<sup>1</sup> Best practices identified in Implementation Science frameworks and Leading by Convening rubrics.

<sup>2</sup> Members of the Evaluation Team from Measurement Incorporated participate on each of the State-level SSIP teams and attend each meeting; they also attend a sampling of the regional-level team meetings as guests. Observational notes gathered from these meetings are used as descriptive evidence to accompany/support the formal record of meeting minutes, where available.

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<p><b>1.3</b> Develop and sustain a virtual <b>Community Workspace</b> for SSIP teams to utilize to advance the work (December 2017)</p>	<ul style="list-style-type: none"> <li>■ SSIP Google Drive is created with folders for implementation teams</li> <li>■ Guidance documents and technical assistance are created and provided to all SSIP stakeholders</li> <li>■ SSIP project managers, team liaisons and meeting facilitators utilize, and encourage stakeholders to utilize, the Workspace</li> </ul>	<p><b>A</b> Multiple members on SSIP State-level teams have accessed<sup>3</sup> the Workspace</p> <p><b>B</b> Multiple members on SSIP State-level teams have actively contributed<sup>4</sup> to the Workspace</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting materials referencing active use of the Workspace) March 2019</li> <li>● <b>Google Drive Activity Reports</b> March 2020</li> <li>● <b>Observation</b> (sources: member(s) of Evaluation Team in attendance at meetings/ events)</li> </ul>
<p><b>1.4</b> Develop and implement a <b>communication system</b> with bi-directional communication pathways</p>	<ul style="list-style-type: none"> <li>■ Communication system of bi-directional pathways is installed to (1) reach three groups of stakeholders<sup>5</sup>, beyond the Core Group [SSIP Teams] and (2) increase stakeholder commitment and engagement</li> <li>■ Teams of stakeholders accept a shared accountability for developing and contributing to the communication system</li> <li>■ Communication system includes performance indicators that can be monitored</li> </ul>	<p><b>A</b> 100% of members on SSIP teams [Core Group] have received explicit guidance about how, what, and why they need to communicate/engage with other stakeholders’ groups beyond the SSIP</p> <p><b>B</b> There are liaisons linking the SSIP teams on the cascade</p> <p><b>C</b> Established communication pathways have been used multiple times in both directions</p> <p><b>D</b> There is evidence that each team has monitored/assessed its use of communication pathways and protocols</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: team guidance documents, meeting minutes/other materials referencing use of communication protocols; Project Manager Communication log) March 2019</li> <li>● <b>Observations</b> (Evaluator) March 2020</li> <li>● <b>Check-in Survey</b> for stakeholders participating on State-level SSIP teams Feb 2019</li> </ul>
<p><b>1.5</b> Establish and sustain the SSIP <b>State Leadership Team (SLT)</b> to review results and learning from the SSIP and to guide SEA policy alignment</p>	<ul style="list-style-type: none"> <li>■ SLT is established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups</li> <li>■ 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</li> </ul>	<p><b>A</b> SLT member roster includes well qualified representatives from multiple stakeholder groups in the system</p> <p><b>B</b> Recommended practices<sup>1</sup> and structures for effective team functioning are well defined and used consistently</p> <p><b>C</b> SLT convenes at least 3x, annually</p> <p><b>D</b> SLT achieves at least 85% attendance at each meeting</p> <p><b>E</b> Co-created products have been communicated and made accessible</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols) March 2019</li> <li>● <b>Observations</b> (Evaluator) March 2020</li> </ul>
<p><b>1.6</b> Establish and sustain the <b>Regional</b></p>	<ul style="list-style-type: none"> <li>■ RIITs are established with a clear mission, set of goals, and a</li> </ul>	<p><b>A</b> Member rosters include well qualified representatives from multiple stakeholder</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes;)</li> </ul>

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

<sup>4</sup> 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).

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

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<p><b>Integrated Intervention Teams (RIITs)</b> to support implementation at SSIP Learning Sites</p>	<p>commitment from representatives of key stakeholder groups</p> <ul style="list-style-type: none"> <li>■ RIITs convene frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work</li> <li>■ RIITs are focused on helping DITs build capacity, through the strengthening of implementation drivers, to support fidelity implementation of the MTSS and Capstone EBPs at the building level</li> <li>■ RIITs produce field resources, facilitation guides, and workplans involving regular communication with learning sites and multiple on-site visits per quarter</li> </ul>	<p>groups in the system, as per the guidance from SIDT</p> <ul style="list-style-type: none"> <li><b>B</b> Implementation teams are integrated and compensatory: the requisite skills and capacity to support MTSS implementation at the learning sites is distributed across the team</li> <li><b>C</b> Recommended practices and structures for effective team functioning<sup>1</sup> are well defined and used consistently</li> <li><b>D</b> RIITs convene at recommended frequency</li> <li><b>E</b> RIITs achieve at least 85% attendance at each meeting</li> <li><b>F</b> Co-created products have been communicated and made accessible</li> </ul>	<p>member roster; team guidance documents/protocols)</p> <ul style="list-style-type: none"> <li>• <b>Observations</b> (Evaluator)</li> </ul> <p>March 2019 March 2020</p>
<p><b>1.7</b> Establish and sustain the SSIP <b>District Implementation Teams (DITs)</b> to facilitate SSIP implementation at the building level</p>	<ul style="list-style-type: none"> <li>■ DITs are established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups</li> <li>■ DITs convene frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work</li> <li>■ DITs are focused on building capacity, through the strengthening of implementation drivers, to support building-level teams, leaders and staff implementing the MTSS and Capstone EBPs</li> <li>■ DITs help refine/customize implementation guides, and co-create with SITs workplans to support installation and effective implementation</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> DIT member rosters include well qualified representatives from multiple stakeholder groups in the system</li> <li><b>B</b> Recommended practices and structures for effective team functioning<sup>1</sup> are well defined and used consistently</li> <li><b>C</b> DITs convene at recommended frequency</li> <li><b>D</b> DITs achieve at least 85% attendance at each meeting</li> <li><b>E</b> Co-created products have been communicated and made accessible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</li> </ul> <p>Annually or as needed: March 2019 March 2020</p>

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<p><b>1.8</b> Establish and sustain the SSIP <b>School Implementation Teams (SITs)</b> to implement effective innovations outlined in the SSIP</p>	<ul style="list-style-type: none"> <li>■ SITs are established with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups</li> <li>■ SITs convene frequently to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work</li> <li>■ SITs are focused on implementing the MTSS with fidelity, and supporting instructional staff in using Capstone EBPs with fidelity</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> SIT member rosters include well qualified representatives from multiple stakeholder groups in the system</li> <li><b>B</b> Recommended practices and structures for effective team functioning<sup>1</sup> are well defined and used consistently</li> <li><b>C</b> SITs convene at recommended frequency</li> <li><b>D</b> SITs achieve at least 85% attendance at each meeting</li> <li><b>E</b> Co-created products have been communicated and made accessible</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</li> <li>• <b>Observations</b> (Evaluator, RIITs)</li> </ul> <p>Annually or as needed: March 2019 March 2020</p>
<p><b>1.9</b> SSIP Implementation Teams develop <b>Continuous Improvement Plans</b> to help them monitor performance and build capacity</p>	<ul style="list-style-type: none"> <li>■ The SIDT, SLT, RIITs, DITs, and SITs have developed Continuous Improvement Plans involving frequently collected, actionable data that can be used for improving team functioning</li> <li>■ 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</li> <li>■ Capacity assessments are developed for State, regional, and district-level teams to measure use and fidelity of implementation drivers' best practices</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> Continuous Improvement Plans were created collaboratively with input from all members of the team</li> <li><b>B</b> 100% of implementation team members have agreed to the Continuous Improvement Plan</li> <li><b>C</b> 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</li> <li><b>D</b> 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</li> <li><b>E</b> Each team plans to participate in a Capacity Assessment<sup>6</sup> at least once, annually [4.2]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul> <p>Annually or as needed: June 2019 June 2020</p>

<sup>6</sup> Capacity Assessments measure how well education agencies (districts, REAs, SEAs) are using evidence-based implementation practices as intended to support the use and scale-up of an innovation (the 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).

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**TABLE 2**  
**Strategy I Outcomes Evaluation**

**GOAL: There is increased organizational capacity (high functioning teams) and improved infrastructure (facilitative support systems) at the State, regional, and local levels to support implementation of the integrated, culturally, and linguistically responsive MTSS at SSIP Learning Sites**

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>1.1</b> There is improved <b>collaboration and communication</b> across NYSED offices and between State, regional, and district-level implementation teams</p>	<p><b>A</b> A majority of SSIP Participants<sup>7</sup> report using clearly defined protocols to communicate with other teams and stakeholders with consistency</p> <p><b>B</b> A majority of SSIP Participants report a high degree of satisfaction/perceived improvement in communication between groups involved in the project</p> <p><b>C</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<p><b>Check-in Survey</b><sup>8</sup> for stakeholders participating on State-level SSIP teams</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing relevant indicators</li> <li>• Short open response items gathering descriptive data</li> </ul> <p><b>Annual Participant Survey</b> of All SSIP Participants</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing relevant indicators</li> <li>• Short open response items gathering descriptive data</li> <li>• Disaggregation by stakeholder group/level of the system</li> </ul> <p><b>LEA Support Plans</b><sup>9</sup></p> <ul style="list-style-type: none"> <li>• School-wide/system-level fidelity assessment scores (e.g., PBIS TFI, BoQ, etc.)</li> </ul> <p><b>Annual MTSS Building-level Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Items/evidence relating to support and systems change at the district, regional, and State level facilitating implementation at the site level (as perceived by building-level teams)</li> </ul>	<p>Feb 2019</p> <p>Annually: June 2019 June 2020</p>
<p><b>1.2</b> There is increased <b>system coherence, collective understanding, and shared ownership</b> of the MTSS Model and evidence-based <i>Capstone Practices</i> (Literacy, Social and Emotional Development and Learning, and Explicit Instruction)</p>	<p><b>A</b> A majority of SSIP Participants report practices related to the MTSS have been aligned with and implemented into their work to a great/moderate extent</p> <p><b>B</b> A majority of SSIP Participants report having a clear understanding of MTSS and Capstone Practices</p> <p><b>C</b> A majority of SSIP Participants report high levels of shared ownership in the implementation process</p> <p><b>D</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessment (Type 3)</p> <p><b>E</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<p>↓</p>	<p>↓</p>
<p><b>1.3</b> There is increased <b>coordination</b> and reduced duplication of effort in</p>	<p><b>A</b> A majority of SSIP Participants report the coordination of services to SSIP Learning Sites</p>		

<sup>7</sup> SSIP Participants include members from the four levels of SSIP implementation teams: SLT, SIDT, RIITs, DITs, and SITs.

<sup>8</sup> The Check-in Survey is a Team Functioning/Efficacy measure developed as part of the SIDT’s Continuous Improvement Plan (part of Activity 1.9 in the SSIP Improvement Plan).

<sup>9</sup> Support Plans co-created by the RIITs and learning sites are reviewed to assess progress toward meeting the annual system-level (Type 3) goals related to NYS SSIP MTSS implementation

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<p>the planning and provision of services to SSIP Learning Sites from State and regional PD/TA Networks</p>	<p>from State and regional PD/TA Networks has improved to a great/moderate extent  <b>B</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<p><b>Annual Capacity Assessments</b><sup>10</sup> administered to State, regional, and district-level SSIP teams</p> <ul style="list-style-type: none"> <li>• Items assessing relevant indicators</li> </ul> <p><b>Annual Semi-structured Interviews</b> with SSIP Participants</p> <ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation/outcomes from a distributed sample of stakeholders</li> </ul> <p><b>Annual Document Review</b></p> <ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to MTSS implementation and systemic improvement utilizing learning from the SSIP</li> <li>• Inventory of organizational documents, resources, etc.</li> </ul>
<p><b>1.4</b> There is increased <b>satisfaction</b> among leaders, stakeholder representatives and team members with the organizational structures and processes providing SSIP governance</p>	<p><b>A</b> A majority of SSIP Participants report the organizational/teaming structures and processes providing SSIP governance have demonstrated a high/moderate degree of quality/effectiveness</p>	
<p><b>1.5</b> There is increased <b>alignment</b> and collective reinforcement of NYSED’s priorities and initiatives</p>	<p><b>A</b> A majority of SSIP Participants report evidence of efforts to align/integrate NYSED priorities and initiatives to support a focus on MTSS implementation  <b>B</b> Scores increase in relevant indicator areas on the State-level Capacity Assessment (Type 4)</p>	
<p><b>1.6</b> <b>Adaptive, facilitative policies and plans</b> are in place at the State and regional levels to support sustainability and scale-up of the MTSS</p>	<p><b>A</b> A majority of SSIP Participants report a high degree of optimism in the belief that the MTSS can be sustainable and scalable  <b>B</b> There is evidence of plans to support statewide implementation of the MTSS  <b>C</b> Scores increase in relevant indicator areas on the State and regional-level Capacity Assessments (Type 4)</p>	

<sup>10</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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**Evaluation Plan for Strategy II: Program and Resource Development**

**TABLE 3**  
**Strategy II Process Evaluation: Progress Implementing Activities from the Improvement Plan**

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
<b>2.1</b> Define the <b>NYS SSIP MTSS Model</b>	<ul style="list-style-type: none"> <li>■ Usable Innovations Workgroup defines critical components of MTSS and operationalizes the Model for all program leaders, trainers and implementers inside the SSIP Transformation Zone (TZ); SIDT and SLT review and finalize the definition of the MTSS to be implemented in the TZ</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> MTSS has been approved by the SIDT and SLT</li> <li><b>B</b> Features and components of the Model are anchored in research</li> <li><b>C</b> Features and components of the Model demonstrate appropriate fit/feasibility<sup>11</sup> for application in the TZ</li> <li><b>D</b> The MTSS Model includes clearly defined look-fors to help identify fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>• <b>Observations</b><sup>12</sup> (Evaluator)</li> </ul>	March 2019
<b>2.2</b> Define <b>Capstone Evidence-based Practices (EBPs)</b> to support universal instruction in Literacy, SEDL <sup>13</sup> and EI <sup>14</sup> within the MTSS	<ul style="list-style-type: none"> <li>■ NYS SSIP TAC Partners contribute expertise about universal (Tier 1) instructional practices to support literacy, SEDL and EI; ensure alignment within the MTSS Model</li> <li>■ SIDT consults with workgroups, RIITs, and DITs to define capstone practices inside the MTSS Model</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> Capstone EBPs have been approved by the SIDT and SLT</li> <li><b>B</b> Features and components of EBPs are anchored in research</li> <li><b>C</b> Features and components of EBPs demonstrate appropriate fit/feasibility for application in the TZ</li> <li><b>D</b> EBPs include clearly defined look-fors to help identify fidelity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul>	March 2019
<b>2.3</b> Create a web-based <b>MTSS Resource Library</b> to store and share resources developed for the SSIP	<ul style="list-style-type: none"> <li>■ SIDT creates and maintains the library with products developed and refined by the SSIP implementation teams</li> <li>■ SSIP teams will have access and be able to share materials with leaders and staff implementing the usable innovation</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> Resource library is online</li> <li><b>B</b> Resource library content reflects comprehensive, up-to-date information in an easily consumable format</li> <li><b>C</b> All SSIP implementation teams have received access to the space</li> <li><b>D</b> There is evidence of frequent visits from multiple users</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting materials referencing development of the website; previews of content, etc.)</li> <li>• <b>Visitor’s Log</b></li> </ul>	Annually or as needed: March 2019 March 2020

<sup>11</sup> Demonstrates integrity and alignment with existing models, structures, frameworks installed at SSIP Learning Sites (e.g., PBIS infrastructure and practices to support SEDL)

<sup>12</sup> Members of the Evaluation Team from Measurement Incorporated participate on each of the State-level SSIP teams and attend each meeting; they also attend a sampling of the regional-level team meetings as guests. Observational notes gathered from these meetings are used as descriptive evidence to accompany/support the formal record of meeting minutes, where available.

<sup>13</sup> Social Emotional Development and Learning.

<sup>14</sup> Explicit Instruction.

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<p><b>2.4</b> Develop a comprehensive set of <b>implementation tools</b></p>	<ul style="list-style-type: none"> <li>■ SIDT, in consultation with RIITs and DITs, creates practical, integrated implementation tools, data collection tools, and guidance materials; priority materials will be ready by the kickoff Leadership Institute 2018</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> Implementation tools and guidance are finalized</li> <li><b>B</b> Implementation tools and guidance are adequate to support initial implementation/ usability testing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products; reports from Regional and LEA representatives)</li> <li>• <b>Observations</b> (Evaluator)</li> <li>• <b>Check-in Survey</b><sup>15</sup> for stakeholders participating on State-level SSIP teams</li> </ul>	<p>Annually or as needed: March 2019 March 2020</p>
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<sup>15</sup> The Check-in Survey includes the measurement of indicators related to the productivity of State-level teams developed as part of the Continuous Improvement Plans (part of Activity 1.9 in the SSIP Improvement Plan).

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**TABLE 4**  
**Strategy II Outcomes Evaluation**

**GOAL: The MTSS becomes the State’s work-in-progress definition of an integrated, culturally, and linguistically responsive MTSS to improve educational outcomes for every student**

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>2.1</b> The MTSS and implementation tools are <b>compatible</b> with other State and local models, and with improvement processes currently in use (i.e., the MTSS <b>demonstrates a good “fit”</b> with NYS LEAs)</p>	<p><b>A</b> There is documented evidence of alignment and integration between the MTSS and systems and practices in use at the State and local levels</p> <p><b>B</b> A majority of SSIP Participants<sup>16</sup> report a high degree of compatibility and integrity between the MTSS and systems currently in place; a majority report little or no barriers to implementation due to lack of “fit”</p> <p><b>C</b> Scores increase in relevant indicator areas on the State Capacity Assessment (Type 4)</p> <p><b>D</b> Score increases in relevant indicators on the DTSDE.</p>	<p><b>Annual Participant Survey</b> of All SSIP Participants</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing relevant indicators</li> <li>• Short open response items gathering descriptive data</li> <li>• Disaggregation by stakeholder group/level of the system</li> </ul> <p><b>Annual MTSS Building-level Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Items/evidence relating to availability and usefulness of resources to support implementation at the site level (as perceived by building-level teams)</li> </ul>	<p>Annually: June 2019 June 2020</p> <p style="text-align: center;">↓</p>
<p><b>2.2</b> SSIP Learning Sites have <b>improved access to up-to-date implementation resources</b> and contextualized guidance</p>	<p><b>A</b> A majority of SSIP Participants report having access to implementation resources</p> <p><b>B</b> A majority of those visiting the resource library report satisfaction with accessibility and content</p> <p><b>C</b> Resource library shows evidence of consistent updating</p> <p><b>D</b> Resource library visitor’s log reflects frequent access from multiple users</p> <p><b>E</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<p><b>Annual Capacity Assessments</b><sup>17</sup> administered to State, regional, and district-level SSIP teams</p> <ul style="list-style-type: none"> <li>• Items assessing relevant indicators</li> </ul> <p><b>Annual Semi-structured Interviews</b> with SSIP Participants</p> <ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation/outcomes from a distributed sample of stakeholders</li> </ul>	
<p><b>2.3</b> SSIP Learning Sites have <b>increased their utilization of implementation tools</b> developed by SSIP teams, and are satisfied with practicality and ease of use</p>	<p><b>A</b> A majority of SSIP Participants report utilizing implementation tools and resources made available via the resource library</p> <p><b>B</b> A majority of those utilizing the resources report a high degree of satisfaction with them</p>	<p><b>Annual Document Review</b></p> <ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to MTSS</li> </ul>	

<sup>16</sup> SSIP Participants include members from the four levels of SSIP implementation teams: SLT, SIDT, RIITs, DITs, and SITs.

<sup>17</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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	<p><b>C</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessment (Type 3)</p>	<p>implementation and systemic improvement utilizing learning from the SSIP</p>
<p><b>2.4</b> Tools such as Practitioner Guides, Implementation Checklists and Practical Performance Assessments have been <b>refined and validated</b> for use in scale up</p>	<p><b>A</b> There is substantial evidence of updates and improvements made to tools and resources</p> <p><b>B</b> A majority of SSIP Participants report a high degree of confidence in the utility and applicability of the tools and resources to support implementation in other sites across the State</p> <p><b>C</b> Scores increase in relevant indicator areas on the MTSS building-level Self-Assessment (Type 3)</p> <p><b>D</b> Scores increase in relevant indicator areas on the State and regional-level Capacity Assessments (Type 4)</p>	<ul style="list-style-type: none"> <li>• Inventory of tools, guidance documents, online resources, etc.</li> </ul>

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**Evaluation Plan for Strategy III: Professional Development, Technical Assistance and Coaching**

**TABLE 5**  
**Strategy III Process Evaluation: Progress Implementing Activities from the Improvement Plan**

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
<p><b>3.1</b> Define the <b>PD and Coaching Delivery Models</b> to use to support implementation of the MTSS</p>	<ul style="list-style-type: none"> <li>■ PD-TA-Coaching Workgroup defines the critical components of high-quality PD and coaching to support implementation of the MTSS</li> <li>■ Critical components of the delivery model are operationalized into Practice Profiles to be used by MTSS SSIP trainers/coaches on the RIITs</li> </ul>	<p><b>A</b> PD and Coaching Delivery Models are approved by the SLT and SIDT for use in the TZ</p> <p><b>B</b> Features and components of the Models are anchored in research</p> <p><b>C</b> Features and components of models demonstrate appropriate fit/feasibility<sup>18</sup> for application in the TZ</p> <p><b>D</b> The PD and Coaching Delivery Models include clearly defined look-fors to help identify fidelity</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>• <b>Observations</b><sup>19</sup> (Evaluator)</li> </ul>	<p>March 2019</p>
<p><b>3.2</b> Develop a <b>Comprehensive Training Plan</b></p>	<ul style="list-style-type: none"> <li>■ Training Model is created to target learning needs of three layers of implementers: State and regional network, district and building leaders/implementation teams, site-level instructional staff</li> <li>■ Plan is created to provide foundational training in Year 5 (2018-19) for the first cohort responsible for initial implementation of the MTSS; the Plan includes the use of needs assessments and evaluation of PD events/activities</li> </ul>	<p><b>A</b> Training Model and Comprehensive Planning documents have been reviewed and approved by the SIDT and SLT</p> <p><b>B</b> PD needs assessment and evaluation processes and/or instruments have been designed, are aligned with the Model, and are practical to implement</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul>	<p>Annually or as needed:                      March 2019                      March 2020</p>

<sup>18</sup> Demonstrates integrity and alignment with existing PD plans and structures in place inside the TZ

<sup>19</sup> Members of the Evaluation Team from Measurement Incorporated (MI) participate on each of the State-level SSIP Teams and attend each meeting; they also attend a sampling of the Regional-level Team meetings as guests. Observational notes gathered from these meetings are used as descriptive evidence to accompany/support the formal record of meeting minutes, where available.

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<p><b>3.3</b> Develop a <b>Comprehensive Coaching Plan</b></p>	<ul style="list-style-type: none"> <li>■ Coaching Plan is created to support learning needs of three layers of implementers: State and regional network, district and building leaders/implementation teams, site-level instructional staff; the Plan includes the use of needs assessments and evaluation of coaching activities</li> </ul>	<p><b>A</b> Comprehensive Planning documents have been reviewed and approved by the SIDT and SLT</p> <p><b>B</b> Coaching needs assessment and evaluation processes and/or instruments have been designed, are aligned with the Model, and are practical to implement</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>● <b>Observations</b> (Evaluator)</li> </ul>	<p>Annually or as needed: March 2019 March 2020</p>
<p><b>3.4</b> Provide <b>foundational training</b> in Initial Implementation of the MTSS for teams in the TZ</p>	<ul style="list-style-type: none"> <li>■ SIDT members and RIITs are provided with quality training based on high priority needs</li> <li>■ District Implementation Teams (DITs), School Implementation Teams (SITs) and leaders are provided with quality training based on high priority needs</li> <li>■ District and building-level instructional staff are provided with quality training based on high priority needs</li> </ul>	<p><b>A</b> 100% of members on State and regional level SSIP teams participate in foundational training activities</p> <p><b>B</b> 100% of members on district and building-level SSIP teams participate in foundational training activities</p> <p><b>C</b> A majority of instructional staff at SSIP Learning Sites participate in foundational training activities (in accordance with support plans co-created by RIITs and SSIP Learning Sites)</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: event attendance records, support plans, reports from regional and LEA representatives)</li> <li>● <b>Observations</b> (Evaluator)</li> <li>● <b>Check-in Survey<sup>20</sup></b> for stakeholders participating on State-level SSIP teams</li> </ul>	<p>Annually or as needed: March 2019 March 2020 February 2019</p>
<p><b>3.5</b> Provide continuous, targeted <b>technical assistance and coaching</b> for teams in the SSIP TZ</p>	<ul style="list-style-type: none"> <li>■ RIITs are provided with quality TA and coaching based on identified needs</li> <li>■ DITs, SITs, and leaders are provided with quality TA and coaching based on identified needs</li> <li>■ District and building-level instructional staff are provided with quality TA and coaching based on identified needs</li> </ul>	<p><b>A</b> A majority of members on regional-level SSIP teams receive TA/coaching to help them support implementation as per their professional learning plans</p> <p><b>B</b> All district and building-level SSIP teams receive agreed upon dosage of TA/coaching from RIITs to help them support implementation as per the Support Plans, etc.</p> <p><b>C</b> A majority of instructional staff at SSIP Learning Sites receive agreed upon dosage of TA/coaching from RIITs to help them support implementation as per the Support Plans, etc.</p>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: coaching logs, communication logs, Support Plans, reports from regional and LEA representatives)</li> <li>● <b>Observations</b> (Evaluator)</li> <li>● <b>Check-in Survey</b> for stakeholders participating on State-level SSIP teams</li> </ul>	<p>Annually or as needed: March 2019 March 2020 February 2019</p>

<sup>20</sup> The Check-in Survey includes the measurement of indicators related to PD/access to continuous learning opportunities for State-level teams developed as part of the Continuous Improvement Plans (part of Activity 1.9 in the SSIP Improvement Plan).

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**TABLE 6**  
**Strategy III Outcomes Evaluation**

**GOAL: Staff and leaders at the SSIP Learning Sites have increased fidelity implementation of Capstone EBPs to support universal instruction in literacy, SEDL, and EI within the MTSS Model**

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>3.1</b> There is <b>increased collective clarity</b> around, and support for, the PD and Coaching Models implemented by State Technical Assistance Centers and RIITs to provide ongoing, high-quality support for SSIP Learning Sites</p>	<p><b>A</b> A majority of SSIP Participants<sup>21</sup> report having a clear understanding about how the State, regional, and local PD providers and coaches are supporting professional learning needs required for fidelity implementation of the MTSS</p> <p><b>B</b> There is evidence of standard, consistently used, research-based training and coaching practices occurring in the TZ, aligned with the PD and Coaching Delivery Models</p> <p><b>C</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<p><b>Post Event Participant Surveys</b><sup>22</sup> for those participating in PD activities</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing indicators of high-quality PD</li> <li>• Short open response items gathering descriptive data</li> </ul> <p><b>Annual Participant Survey</b> of All SSIP Participants</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing relevant indicators</li> <li>• Short open response items gathering descriptive data</li> <li>• Disaggregation by stakeholder group/level of the system</li> </ul>	<p>August 2018 (1<sup>st</sup> Leadership Inst.)</p> <p><i>Ongoing for State, Regional, Local PD related to the MTSS*</i></p> <p>Annually: June 2019 June 2020</p>
<p><b>3.2</b> RIITs <b>increase their understanding and self-efficacy</b> to facilitate implementation of the MTSS Model and Capstone EBPs</p>	<p><b>A</b> A majority of SSIP RIIT members report increasing their understanding and self-efficacy to facilitate implementation of the MTSS Model</p> <p><b>B</b> A majority of SSIP RIIT members report increasing their understanding and self-efficacy to facilitate implementation of the Capstone EBPs to support universal instruction in literacy, SEDL, and EI</p> <p><b>C</b> A majority of SSIP DIT and SIT members report high degree of confidence with the knowledge and capabilities of their RIIT coaches</p> <p><b>D</b> RIIT leaders (Regional Coordinators) describe growing understanding and efficacy in these areas demonstrated by RIIT coaches</p>	<p><b>LEA Support Plans</b><sup>23</sup></p> <ul style="list-style-type: none"> <li>• School-wide/system-level fidelity assessment scores (e.g., PBIS TFI, BoQ, etc.)</li> <li>• Classroom/practice-level fidelity assessment scores (e.g., Regional Special Education Technical Assistance Support Center (RSE-TASC) EI Walkthrough Tool)</li> </ul>	<p style="text-align: center;">↓</p>
<p><b>3.3</b> Staff and leaders at SSIP Learning Sites <b>increase their understanding, self-efficacy</b></p>	<p><b>A</b> A majority of site-level leaders and SIT and DIT members report increasing their understanding and self-efficacy to implement the MTSS Model</p> <p><b>B</b> A majority of instructional staff members report increasing their understanding and self-efficacy to implement the</p>	<p><b>Annual MTSS Building-level Self-Assessment</b></p>	

<sup>21</sup> SSIP Participants include members from the four levels of SSIP Implementation Teams: SLT, SIDT, RIITs, DITs, and SITs.

<sup>22</sup> The Post Event Participant Survey measures the presence of research-based indicators of high-quality PD (e.g., practices of trainers, usefulness of resources, etc.) as defined by the PD Workgroup in the PD Delivery Model/Framework (Activity 3.1 in the SSIP Improvement Plan).

<sup>23</sup> Support Plans co-created by the RIITs and learning sites are reviewed to assess progress toward meeting the annual system-level (Type 3), and practice-level (Type 2) goals related to MTSS implementation.

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<p>to implement, and use of the MTSS and Capstone EBPs</p>	<p>Capstone EBPs to support universal instruction in literacy, SEDL, and EI</p> <p><b>C</b> A majority of RIIT members report a high degree of improvement in the knowledge and efficacy of the SSIP site-level leaders and instructional staff</p> <p><b>D</b> Site-level leaders (District Superintendents, Building Principals) describe growing understanding and efficacy in these areas demonstrated by staff</p>	<ul style="list-style-type: none"> <li>• Items/evidence relating to the PD, TA and coaching to support fidelity implementation at the site level (as perceived by building-level teams)</li> </ul> <p><b>Annual Capacity Assessments<sup>24</sup></b> administered to State, regional, and district-level SSIP teams</p> <ul style="list-style-type: none"> <li>• Items assessing relevant indicators</li> </ul>
<p><b>3.4</b> Districts and schools <b>intentionally integrate</b> the Quality PD and Coaching Model designed to support fidelity implementation of the MTSS</p>	<p><b>A</b> There is documented evidence of efforts to align district and building-level plans with the PD and Coaching Delivery Models</p> <p><b>B</b> Plans at all SSIP Learning Sites reflect quality elements consistent with the PD and Coaching Delivery Models to support fidelity implementation of EBPs</p> <p><b>C</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessment (Type 3)</p> <p><b>D</b> Scores increase in relevant indicator areas on the district-level Capacity Assessments (Type 4)</p>	<p><b>Annual Semi-structured Interviews</b> with SSIP Participants</p> <ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation/outcomes from a distributed sample of stakeholders</li> </ul> <p><b>Annual Document Review</b></p> <ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to MTSS implementation and systemic improvement utilizing learning from the SSIP</li> <li>• Inventory of PD, TA, coaching plans, documents, resources, etc.</li> </ul>
<p><b>3.5</b> LEA leaders participating in the SSIP <b>increase their use</b> of effective leadership practices aligned with the MTSS</p>	<p><b>A</b> A majority of SSIP district and building leaders report increasing their use of effective leadership practices aligned with the MTSS</p> <p><b>B</b> A majority of SSIP site-level staff members report their leaders use effective leadership practices</p> <p><b>C</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</p> <p><b>D</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p>	<ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to MTSS implementation and systemic improvement utilizing learning from the SSIP</li> <li>• Inventory of PD, TA, coaching plans, documents, resources, etc.</li> </ul> <p><b>*In Development*</b></p> <p><b>Practical Performance Assessment for Regional School Improvement Specialist</b></p> <ul style="list-style-type: none"> <li>• SSIP teams are developing a Practice Profile for RIIT coaches, based on the careful documentation of their use of practices rated highly effective and on emerging evidence of impact</li> <li>• From this Practice Profile, the SIDT and RIITs will create a practical assessment to check fidelity implementation of the desired practices of a Regional School Improvement Specialist</li> </ul>
<p><b>3.6</b> There is <b>increased quality</b> of on-site PD, TA, and coaching support services provided to SSIP Learning Sites from RIITs</p>	<p><b>A</b> A majority of site-level leaders and staff report the PD, TA, and coaching they’ve received from the RIITs has been high quality</p> <p><b>B</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</p> <p><b>C</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p>	<ul style="list-style-type: none"> <li>• SSIP teams are developing a Practice Profile for RIIT coaches, based on the careful documentation of their use of practices rated highly effective and on emerging evidence of impact</li> <li>• From this Practice Profile, the SIDT and RIITs will create a practical assessment to check fidelity implementation of the desired practices of a Regional School Improvement Specialist</li> </ul>
<p><b>3.7</b> RIIT specialists have <b>increased fidelity implementation</b> of the identified facilitation and</p>	<p><b>A</b> A majority of SSIP RIIT members report increased use of effective practices facilitating the implementation of the MTSS</p>	

<sup>24</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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<p>coaching practices used with teams and staff at SSIP Learning Sites</p>	<ul style="list-style-type: none"> <li><b>B</b> A majority of SSIP site-level leaders and staff report their RIIT coaches use effective facilitation practices</li> <li><b>C</b> RIIT leaders (Regional Coordinators) describe consistent and effective use of coaching practices demonstrated by RIIT coaches</li> <li><b>D</b> Scores increase/achieve the fidelity threshold on the Practical Performance Assessment for Regional School Improvement Specialists (in development Type 2 measure)</li> </ul>	
<p><b>3.8</b> Staff and leaders at SSIP Learning Sites <b>increase general education-special education (GE-SE) cooperative planning and fidelity use of MTSS data</b> to inform decisions (resource allocation; instruction and services to all students and students in sub-groups; PD and coaching, etc.)</p>	<ul style="list-style-type: none"> <li><b>A</b> A majority of SSIP site-level leaders and staff report increased/adequate GE-SE cooperative planning time</li> <li><b>B</b> A majority of SSIP site-level leaders and staff report increased use of practices and data gathered by the MTSS Decision Support Data System (DSDS)</li> <li><b>C</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</li> <li><b>D</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</li> <li><b>E</b> RIIT coaches describe evidence of these two elements</li> </ul>	
<p><b>3.9</b> RIITs have <b>increased their capacity</b> to support LEAs in the planning of and progress toward school improvement goals</p>	<ul style="list-style-type: none"> <li><b>A</b> A majority of RIIT members report increased capacity of their team to support LEAs</li> <li><b>B</b> RIIT members and leaders describe evidence of increased capacity of their team to support LEAs</li> <li><b>C</b> Scores increase on the regional-level Capacity Assessment (Type 4)</li> <li><b>D</b> Aggregated scores increase/achieve the fidelity threshold on the Practical Performance Assessment for Regional School Improvement Specialists (in development Type 2 measure)</li> </ul>	

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**Evaluation Plan for Strategy IV: Needs Assessment, Improvement Planning and Monitoring**

**TABLE 7**  
**Strategy IV Process Evaluation: Progress Implementing Activities from the Improvement Plan**

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
<p><b>4.1</b> Establish a <b>DSDS</b> and <b>Evaluation Plan</b> for collecting, analyzing and reporting actionable MTSS data</p>	<ul style="list-style-type: none"> <li>■ Data Workgroup defines the critical components for the MTSS DSDS to collect based on a Four Type Data Model<sup>25</sup></li> <li>■ An Evaluation Plan is created, which includes the use of practical, valid and reliable tools; a schedule for collection; and roles and responsibilities for the Learning Site-based Data Mentor/Data Coordinator</li> <li>■ The SSIP DSDS and Data Collection Plans are communicated to the RIITs, DITs, and SITs</li> </ul>	<p><b>A</b> SSIP DSDS and Evaluation Plan are approved by the SIDT and SLT</p> <p><b>B</b> All RIITs have received the data collection plan for the year</p> <p><b>C</b> All learning sites have received the data collection plan for the year</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products)</li> <li>• <b>Observations</b><sup>26</sup> (Evaluator)</li> <li>• <b>Check-in Survey</b><sup>27</sup> for stakeholders participating on State-level SSIP teams</li> </ul>	<p>Annually or as needed:</p> <p>March 2019</p> <p>March 2020</p>
<p><b>4.2</b> Administer <b>Implementation Capacity Assessments</b> to SSIP system-level teams (DITs, RIITs, and SIDT); use data to assess needs, plan, and monitor progress</p>	<ul style="list-style-type: none"> <li>■ System-level teams are provided with an orientation to the Capacity Assessment tools and processes</li> <li>■ System-level teams participate in the annual Capacity Assessment led by a trained facilitator</li> </ul>	<p><b>A</b> DITs collect Type 4 baseline data</p> <p><b>B</b> DITs use this data to assess needs, update Improvement Plans/Support Plans and make goals for the year</p> <p><b>C</b> RIITs collect Type 4 baseline data</p> <p><b>D</b> RIITs use this data to assess needs, update Work Plans and make goals for the year</p> <p><b>E</b> SIDT collects Type 4 baseline data</p> <p><b>F</b> SIDT uses this data to assess needs, update plans and set goals for the year</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products; record of completed assessments, plans)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul>	<p>Annually:</p> <p>July 2019 (baseline)</p> <p>July 2020</p>

<sup>25</sup> Four Type Data Model: *Type 1*: Student-level data (screening, formative, interim, outcome, progress monitoring, diagnostic); *Type 2*: Practitioner data (use and fidelity of EBPs within MTSS); *Type 3*: School-wide MTSS implementation data (infrastructure supports, PD evaluations); *Type 4*: District/system-level capacity data (use and fidelity of EBPs to support MTSS implementation)

<sup>26</sup> Members of the Evaluation Team from Measurement Incorporated participate on each of the State-level SSIP teams and attend each meeting; they also attend a sampling of the regional-level team meetings as guests. Observational notes gathered from these meetings are used as descriptive evidence to accompany/support the formal record of meeting minutes, where available.

<sup>27</sup> The Check-in Survey includes the measurement of indicators related to the productivity of State-level teams developed as part of the Continuous Improvement Plans (part of Activity 1.9 in the SSIP Improvement Plan).

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<p><b>4.3</b> Collect <b>comprehensive site-level data</b>; use data to assess needs, plan, and monitor progress</p>	<ul style="list-style-type: none"> <li>■ SITs collect Type 1, 2, and 3 baseline data; SITs set goals and benchmarks for the year via the Support Plan</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> All SSIP Learning Sites have collected the critical Type 1 data elements as per the guidance from the SIDT and in accordance with their Support Plans</li> <li><b>B</b> All SSIP Learning Sites have collected the critical Type 2 data elements as per the guidance from the SIDT and in accordance with their Support Plans</li> <li><b>C</b> All SSIP Learning Sites have collected the critical Type 3 data elements via the MTSS Building-level Self-Assessment and in accordance with their Support Plans</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products; record of completed assessments, plans)</li> <li>● <b>Observations</b> (Evaluator)</li> </ul> <p>Annually: March 2019 (baseline) March 2020</p>
<p><b>4.4</b> Develop <b>MTSS Data Dashboards</b></p>	<ul style="list-style-type: none"> <li>■ Implementation teams (SIDT, RIITs, DITs, SITs) have created dashboards to communicate progress using indicator data (capacity, reach, fidelity, impact)</li> </ul>	<ul style="list-style-type: none"> <li><b>A</b> 100% of SSIP Implementation Teams have a functioning Data Dashboard</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Document Review and Analysis</b> (sources: meeting schedule, agendas, minutes; work products; preview of dashboards)</li> <li>● <b>Observations</b> (Evaluator)</li> </ul> <p>Annually or as needed: March 2019 March 2020</p>

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**TABLE 8**  
**Strategy IV Outcomes Evaluation**

**GOAL: SSIP Learning Sites demonstrate progress toward achieving benchmark targets identified for students with learning disabilities, including students in specified sub-groups, laid out in their Support Plans (and QIPs, CEPs, etc.)**

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>4.1</b> Staff, leaders and stakeholders at SSIP Learning Sites <b>increase access and use</b> of the MTSS DSDS for continuous improvement (i.e., a <i>Plan, Do, Study, Act</i> Cycle)</p>	<p><b>A</b> A majority of SSIP site-level leaders and staff report regularly accessing and using data from the SSIP MTSS DSDS</p> <p><b>B</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</p> <p><b>C</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p> <p><b>D</b> RIIT coaches describe evidence of increased data use at sites to inform MTSS decision-making and continuous improvement</p>	<p><b>Annual Participant Survey</b> of all SSIP Participants</p> <ul style="list-style-type: none"> <li>Likert Scale items assessing relevant indicators</li> <li>Short open response items gathering descriptive data</li> <li>Disaggregation by stakeholder group/level of the system</li> </ul> <p><b>LEA Support Plans</b><sup>28</sup></p> <ul style="list-style-type: none"> <li>School-wide/system-level fidelity assessment scores (e.g., PBIS TFI, BoQ, etc.)</li> <li>Classroom/practice-level fidelity assessment scores (e.g., RSE-TASC EI Walkthrough Tool)</li> </ul>	<p>Annually: June 2019 June 2020</p> <p style="text-align: center;">↓</p>
<p><b>4.2</b> Districts’ and schools’ improvement plans (Support Plans) show <b>increased alignment</b> with the goals of the MTSS implementation</p>	<p><b>A</b> There is documented evidence to demonstrate that district and building-level improvement plans are increasingly aligned with the MTSS</p> <p><b>B</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p> <p><b>C</b> Scores increase in relevant indicator areas on the district-level Capacity Assessment (Type 4)</p>	<p><b>Annual MTSS Building-level Self-Assessment</b></p> <ul style="list-style-type: none"> <li>Items/evidence relating to data system improvements, and use of data to make informed decisions for students within the MTSS (as perceived by building-level teams)</li> </ul>	
<p><b>4.3</b> Staff, leaders and stakeholders at SSIP Learning Sites experience <b>increased satisfaction</b> with the DSDS</p>	<p><b>A</b> A majority of SSIP site-level leaders and staff report a high degree of satisfaction with the SSIP MTSS DSDS</p> <p><b>B</b> SSIP site-level leaders and staff describe evidence of satisfactory experiences in this area</p> <p><b>C</b> RIIT coaches describe evidence of satisfactory experiences at sites in this area</p>	<p><b>Annual Capacity Assessments</b><sup>29</sup> administered to State, regional, and district-level SSIP teams</p> <ul style="list-style-type: none"> <li>Items assessing relevant indicators</li> </ul>	
<p><b>4.4</b> SSIP Learning Sites <b>increase their capacity</b> to systematically collect, analyze and communicate to</p>	<p><b>A</b> A majority of SSIP site-level leaders and staff report increased capacity at their school to systematically collect, analyze and communicate to stakeholders MTSS progress and outcome data</p>		

<sup>28</sup> Support Plans co-created by the RIITs and learning sites are reviewed to assess progress toward meeting the annual system-level (Type 3), and practice-level (Type 2) goals related to MTSS implementation

<sup>29</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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<p>stakeholders MTSS progress and outcome data (student, practitioner, school, district)</p>	<p><b>B</b> RIIT members and leaders describe evidence of increased capacity in this area  <b>C</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)  <b>D</b> Scores increase in relevant indicator areas on the district-level Capacity Assessment (Type 4)</p>	<p><b>Annual Semi-structured Interviews</b> with SSIP Participants</p> <ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation/outcomes from a distributed sample of stakeholders</li> </ul> <p><b>Annual Document Review</b></p> <ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to MTSS implementation and systemic improvement utilizing learning from the SSIP</li> </ul>
<p><b>4.5</b> State and regional implementation teams <b>increase their capacity</b> to systematically collect, analyze and communicate to stakeholders MTSS progress and outcome data (LEA, regional, State)</p>	<p><b>A</b> A majority of SSIP State and regional-level participants report increased capacity at their agencies to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data  <b>B</b> SIDT and RIIT members describe evidence of increased capacity in this area  <b>C</b> Scores increase in relevant indicator areas on the district-level Capacity Assessment (Type 4)</p>	

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**Evaluation Plan for Strategy V: SEA-LEA Partnership and Community Engagement**

**TABLE 9**  
**Strategy V Process Evaluation: Progress Implementing Activities from the Improvement Plan**

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
<p><b>5.1</b> Engage in <b>ongoing communication</b> with SSIP Learning Sites to help create readiness for implementation</p>	<ul style="list-style-type: none"> <li>■ State-level teams and RIITs utilize the bi-directional communication system to discuss readiness factors at the regional and site-levels</li> <li>■ RIITs and learning sites utilize the bi-directional communication system to discuss readiness factors at the site-level</li> </ul>	<p><b>A</b> Multiple conversations have taken place/ communication exchanged between the SIDT and RIITs about implementation readiness</p> <p><b>B</b> Multiple conversations have taken place/ communication exchanged between the RIITs and learning sites about implementation readiness</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting agendas, minutes; communication logs; Support Plans)</li> <li>• <b>Observations</b><sup>30</sup> (Evaluator)</li> <li>• <b>Check-in Survey</b><sup>31</sup> for stakeholders participating on State-level SSIP teams</li> </ul>	<p>Annually or as needed:                      March 2019                      March 2020</p> <p>February 2019</p>
<p><b>5.2</b> Create a collaborative <b>Partnership Agreement</b> between the State and the SSIP Learning Sites establishing mutual understanding and commitments</p>	<ul style="list-style-type: none"> <li>■ SIDT collaborates with stakeholders to design the Partnership Agreement to participate in the SSIP project</li> <li>■ The agreement is formalized and signed in a meeting facilitated by the RIIT; signatures required from the District Superintendent and Building Principal</li> </ul>	<p><b>A</b> Partnership Agreements have been signed by the District Superintendents and Building Principals at all SSIP Learning Sites</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting minutes; SSIP Project Manager (PM) report)</li> </ul>	<p>Upon Completion:                      June 2018</p>

<sup>30</sup> Members of the Evaluation Team from Measurement Incorporated participate on each of the State-level SSIP teams and attend each meeting; they also attend a sampling of the regional-level team meetings as guests. Observational notes gathered from these meetings are used as descriptive evidence to accompany/support the formal record of meeting minutes, where available.

<sup>31</sup> The Check-in Survey includes the measurement of indicators related to the productivity/engagement activities of State-level teams developed as part of the Continuous Improvement Plans (part of Activity 1.9 in the SSIP Improvement Plan).

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<p><b>5.3</b> Create a <b>public website</b> for communicating SSIP project information</p>	<ul style="list-style-type: none"> <li>■ SIDT develops content and parameters for the website</li> <li>■ SSIP interactive website is created and launched</li> </ul>	<p><b>A</b> SSIP interactive website is live and accessible to public visitors</p> <p><b>B</b> Website content reflects comprehensive, up-to-date information in an easily consumable format</p> <p><b>C</b> All SSIP Implementation Teams have received the link to the website; stakeholder groups outside the SSIP TZ have received the link with invitation to visit</p> <p><b>D</b> There is evidence of frequent visits from multiple users</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: meeting materials referencing development of the website; previews of content; communications)</li> <li>• <b>Visitor’s Log</b></li> </ul> <p>Annually or as needed: March 2019 March 2020</p>
<p><b>5.4</b> Develop an MTSS <b>Community of Practice (SSIP Network Improvement Community)</b> to support interactive learning about the MTSS in the SSIP TZ</p>	<ul style="list-style-type: none"> <li>■ SSIP Implementation Teams collaborate to create a Network Improvement Community inclusive of practitioners and families participating in the SSIP</li> <li>■ Activities are planned to build engagement</li> </ul>	<p><b>A</b> All RIITs have been invited to participate in an SSIP-related Network Improvement Community</p> <p><b>B</b> All SSIP DITs and SITs have been invited to participate in an SSIP-related Network Improvement Community</p> <p><b>C</b> There is evidence of frequent communication among SSIP teams within each region and between each region</p> <p><b>D</b> There is evidence of planned activities to bring together implementation teams across the TZ to share experiences</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: communication logs; meeting minutes)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul> <p>Annually or as needed: March 2019 March 2020</p>
<p><b>5.5</b> Support the organization of <b>District-driven activities</b> to engage parents from the local communities in learning about and contributing to the MTSS movement</p>	<ul style="list-style-type: none"> <li>■ SIDT and RIITs consult with Special Education Parent Centers and other community engagement experts to explore best practices for engaging parents in learning activities</li> <li>■ SIDT collaborates with RIITs, DITs, and SITs to support activities, evaluate the process and impact of activities, and develop guidance for sustainability and replication</li> </ul>	<p><b>A</b> There is evidence that SSIP Implementation Teams are using research-based, expert-informed strategies to engage families</p> <p><b>B</b> All SSIP Learning Sites are offering families opportunities to learn about MTSS</p>	<ul style="list-style-type: none"> <li>• <b>Document Review and Analysis</b> (sources: communication logs; meeting minutes)</li> <li>• <b>Observations</b> (Evaluator)</li> </ul> <p>Annually or as needed: March 2019 March 2020</p>

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**TABLE 10**  
**Strategy V Outcomes Evaluation**

**GOAL: 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 in school decision-making about the MTSS**

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>5.1</b> Among district and school leaders from SSIP Learning Sites, there is <b>increased satisfaction</b> with the RIITs and NYSED in their efforts through the SSIP to help schools improve systems and outcomes for students with learning disabilities</p>	<p><b>A</b> A majority of SSIP site-level leaders and staff report a high degree of satisfaction with the RIITs and NYSED in their efforts through the SSIP to help schools improve systems and outcomes for student with learning disabilities</p> <p><b>B</b> SSIP site-level leaders and staff describe evidence of satisfactory experiences in this area</p>	<p><b>Post Event Participant Surveys</b><sup>32</sup> for those participating in FACE<sup>33</sup> activities</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing indicators of high-quality FACE events</li> <li>• Short open response items gathering descriptive data</li> </ul> <p><b>Annual Participant Survey</b> of All SSIP Participants</p> <ul style="list-style-type: none"> <li>• Likert Scale items assessing relevant indicators</li> <li>• Short open response items gathering descriptive data</li> </ul>	<p><i>Ongoing for State, regional, local FACE events related to the MTSS</i></p> <p>Annually: June 2019 June 2020</p>
<p><b>5.2</b> There is <b>increased access to/activity</b> on the SSIP public website</p>	<p><b>A</b> A majority of SSIP site-level leaders and staff report accessing the SSIP public website</p> <p><b>B</b> A majority of SSIP site-level leaders and staff report sharing access to the SSIP public website with colleagues, families, and community members</p> <p><b>C</b> A majority of those visiting the SSIP public website report satisfaction with accessibility and content</p> <p><b>D</b> SSIP website shows evidence of consistent updating</p> <p><b>E</b> SSIP website visitor’s log reflects frequent access from multiple users</p> <p><b>F</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</p> <p><b>G</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p> <p><b>H</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	<ul style="list-style-type: none"> <li>• Disaggregation by stakeholder group/level of the system</li> </ul> <p><b>LEA Support Plans</b><sup>34</sup></p> <ul style="list-style-type: none"> <li>• School-wide/system-level fidelity assessment scores (e.g., PBIS TFI, BoQ, etc.)</li> </ul> <p><b>Annual MTSS Building-level Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Items/evidence relating to communication protocols/systems, family and community engagement,</li> </ul>	<p style="text-align: center;">↓</p>

<sup>32</sup> The Post Event Participant Survey measures the presence of research-based indicators of high-quality PD (e.g., practices of trainers, usefulness of resources, etc.) as defined by the PD Workgroup in the PD Delivery Model/Framework (Activity 3.1 in the SSIP Improvement Plan).

<sup>33</sup> Family And Community Engagement

<sup>34</sup> Support Plans co-created by the RIITs and learning sites are reviewed to assess progress toward meeting the annual system-level (Type 3) goals related to MTSS implementation

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<p><b>5.3</b> Among leaders, practitioners, families and community members from SSIP Learning Sites, there is <b>increased participation</b> in the SSIP MTSS Community of Practice</p>	<p><b>A</b> A majority of SSIP site-level staff and leaders report participating in the TZ-wide SSIP MTSS Community of Practice to share experiences and build meaningful connections</p> <p><b>B</b> RIIT coaches/FACE Representatives, site-level staff, and leaders describe improved efforts to engage families and community members in the SSIP MTSS Community of Practice experience</p>	<p>and partnership with the State (as perceived by building-level teams)</p> <p><b>Annual Capacity Assessments</b><sup>35</sup> administered to State, regional, and district-level SSIP teams</p> <ul style="list-style-type: none"> <li>• Items assessing relevant indicators</li> </ul> <p><b>Annual Semi-structured Interviews</b> with SSIP Participants</p> <ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation/outcomes from a distributed sample of stakeholders</li> </ul> <p><b>Annual Document Review</b></p> <ul style="list-style-type: none"> <li>• Review of official NYSED/OSE policy documents/communications related to engaging families and community members in MTSS implementation</li> <li>• Inventory of FACE and SEA-LEA Partnership plans, documents, resources</li> <li>• Event attendance records</li> </ul>
<p><b>5.4</b> Among families and community members from SSIP Learning Sites, there is <b>increased participation</b> in engagement events/literacy trainings for adult learners</p>	<p><b>A</b> There is documented evidence of increased enrollment and attendance at regional and local FACE events</p> <p><b>B</b> RIIT coaches/FACE Representatives describe increased attendance and improved engagement levels</p> <p><b>C</b> Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments (Type 3) identified in Support Plans</p> <p><b>D</b> Scores increase in relevant indicator areas on the MTSS Building-level Self-Assessments (Type 3)</p> <p><b>E</b> Scores increase in relevant indicator areas on the State, regional, and district-level Capacity Assessments (Type 4)</p>	
<p><b>5.5</b> Among families and community members from SSIP Learning Sites, there is <b>increased awareness and understanding</b> of the MTSS and how it supports outcomes for all students and students with disabilities</p>	<p><b>A</b> A majority of family and community members attending FACE events report increased awareness and understanding of the MTSS and how it supports outcomes for all students and students with disabilities</p> <p><b>B</b> A sample of family and community members attending FACE events describe increases in these areas</p>	

<sup>35</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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**Section 2**

**Long-term Outcomes Evaluation**

**TABLE 11  
SSIP Student and LEA Outcomes Evaluation**

Long-term Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods	Timeline
<p><b>SIMR</b> For students classified as students with learning disabilities (LD) in SSIP Learning Sites (grades 3-5), increase the percentage of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>C</b> Increased percentage of LD Grade 3 students scoring at levels 2, 3, and 4 on NYS ELA Exam  <b>D</b> Increased percentage of LD Grade 4 students scoring at levels 2, 3, and 4 on NYS ELA Exam  <b>E</b> Increased percentage of LD Grade 5 students scoring at levels 2, 3, and 4 on NYS ELA Exam</p>	<p><b>NYS ELA Exams for Grades 3, 4, 5</b></p> <ul style="list-style-type: none"> <li>Longitudinal comparison (3-4 years)</li> <li>Aggregated and disaggregated by student sub-population</li> </ul> <p><b>Universal Screening<sup>36</sup> Data</b></p> <ul style="list-style-type: none"> <li>Literacy Screening</li> <li>Behavior Screening</li> <li>Aggregated and disaggregated by student sub-population</li> </ul>	<p>Annually: October</p> <p>January</p>
<p><b>1</b> An increased percentage of K-5 students with learning disabilities<sup>39</sup> remain in their classrooms for core instruction</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> Number of K-5 students identified for Tier 2 academic supports decreases; disaggregate student sub-groups  <b>B</b> Number of K-5 students identified for Tier 2 behavior supports decreases; disaggregate student sub-groups</p>	<p><b>Literacy Benchmark Assessment Data</b></p> <ul style="list-style-type: none"> <li>Aggregated and disaggregated by student sub-population</li> </ul>	<p>June</p>
<p><b>2</b> K-5 students with learning disabilities increase their performance level on specified benchmark assessments</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> K-5 students improve scores on identified literacy benchmark assessments</p>	<p><b>School-wide Reports</b></p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Referrals, suspensions</li> <li>Aggregated and disaggregated by student sub-population</li> </ul>	
<p><b>3</b> K-5 students with learning disabilities demonstrate increased engagement and improved behavior</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> K-5 students increase engagement/participation, as measured by a standard, validated instrument observing student behaviors  <b>B</b> K-5 students receive fewer disciplinary referrals and suspensions  <b>C</b> K-5 students improve attendance</p>	<p><b>Progress Monitoring Data</b></p> <ul style="list-style-type: none"> <li>K-5 students receiving Tier 2 and Tier 3 academic and behavior supports</li> </ul> <p><b>Diagnostic Data</b></p>	

<sup>36</sup> N.B.: Thresholds to make students eligible to receive Tier 2 supports vary based on the screening instruments and the decision rules utilized by each, unique Learning Site

<sup>39</sup> As determined by the fidelity the23

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<p><b>4</b> K-5 students with learning disabilities improve their progress in the general education curriculum</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> K-5 students receiving Tier 2 and Tier 3 academic supports improve their performance according to Progress Monitoring Reports  <b>B</b> K-5 students receiving Tier 2 and Tier 3 behavior supports improve their performance according to Progress Monitoring Reports</p>	<ul style="list-style-type: none"> <li>• K-5 students receiving Tier 2 and Tier 3 academic and behavior supports</li> </ul>
<p><b>5</b> Practitioners <b>increase fidelity implementation</b> of Capstone Practices to support universal instruction in literacy, SEDL, and EI</p> <p><i>*Practitioners <b>increase fidelity implementation</b> of additional identified academic and behavior EBPs in other Tier 1, Tier 2, and Tier 3 instructional settings, as per the goals in the LEA’s Support Plan (see 9, below)</i></p>	<p><b>Across All SSIP Learning Sites:</b>  <b>D</b> Classroom teachers improve their scores in the implementation of defined literacy practices  <b>E</b> Percentage of teachers implementing literacy practices with fidelity increases (as determined by the instrument’s fidelity threshold score)  <b>F</b> Classroom teachers improve their scores in the implementation of defined SEDL practices  <b>G</b> Percentage of teachers implementing SEDL practices with fidelity increases (as determined by the instrument’s fidelity threshold score)  <b>H</b> Classroom teachers improve their scores in the implementation of identified EI practices  <b>I</b> Percentage of teachers implementing EI practices with fidelity increases (as determined by the instrument’s fidelity threshold score)</p>	<p><b>Classroom Observational Walkthrough Tools</b></p> <ul style="list-style-type: none"> <li>• Literacy Fidelity Implementation Observational Tool (*TBD)</li> <li>• PBIS Walkthrough Tool (*TBD)</li> <li>• RSE-TASC Explicit Instruction Walkthrough Tool Data</li> <li>• Aggregated and disaggregated by region, district, building</li> </ul> <p><b>MTSS Building-level Self-Assessment Data</b></p> <ul style="list-style-type: none"> <li>• SIT</li> <li>• Aggregated and disaggregated by Core Component area</li> </ul> <p><b>LEA Support Plan<sup>37</sup> Data</b></p> <ul style="list-style-type: none"> <li>• School-wide programs complementary of the MTSS with system-level fidelity assessments (e.g., PBIS TFI, BoQ, etc.)</li> <li>• Classroom/practice-level initiatives with valid, reliable measures</li> <li>• Student outcome targets with valid, reliable measures</li> </ul>
<p><b>6</b> Schools increase <b>fidelity implementation</b> of the MTSS</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> Buildings improve their scores in the implementation of the MTSS  <b>B</b> Buildings improve their scores in the implementation of school-wide programs complementary of the MTSS  <b>C</b> Percentage of schools implementing school-wide programs complementary of the MTSS with fidelity increases (as determined by the instrument’s fidelity threshold score)</p>	<p><b>Capacity Assessment<sup>38</sup> Data</b></p> <ul style="list-style-type: none"> <li>• State-level team (SIDT)</li> <li>• Regional-level teams (RIITs)</li> <li>• District-level teams (DITs)</li> <li>• Aggregated and disaggregated by Implementation Driver</li> </ul>
<p><b>7</b> Districts increase their <b>capacity</b> to support building-level implementation</p>	<p><b>Across All SSIP Districts:</b>  <b>A</b> Districts improve their scores in the development of capacity to support MTSS implementation</p>	<p><b>Semi-structured Interviews</b> with SSIP Participants</p>
<p><b>8</b> Districts adopt the MTSS and begin district-wide scale up</p>	<p><b>Across All SSIP Districts:</b>  <b>A</b> District leaders describe plans to scale up the MTSS district-wide</p>	

<sup>37</sup> Support Plans co-created by the RIITs and learning sites are reviewed to assess progress toward meeting the annual system-level (Type 3) goals related to MTSS implementation

<sup>38</sup> Self-assessment tools measuring fidelity and strength of implementation drivers, i.e., indicators of the presence of an enabling context to support implementation (Type 4 data).

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<p><b>9</b> Schools make progress in the goals outlined in their Support Plans to improve outcomes for K-5 students with learning disabilities</p>	<p><b>Across All SSIP Learning Sites:</b>  <b>A</b> Buildings make progress on identified Student goals  <b>B</b> Buildings make progress on identified Practice goals  <b>C</b> Buildings make progress on identified System goals</p>	<ul style="list-style-type: none"> <li>• Descriptive accounts of experiences with SSIP implementation and impacts from a distributed sample of stakeholders</li> </ul>
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## SSIP Implementation Design Team - Workgroups

To enable all voices to be included in the development of the SSIP MTSS model, the SIDT identified the need for three focused workgroups: MTSS as a usable innovation, data, and professional development/coaching. The SIDT identified the charge of each group and developed selection criteria to determine which stakeholder groups should be invited to participate. Individuals included content experts from State-funded technical assistance centers (Positive Behavioral Interventions and Supports (PBIS), Technical Assistance Center for Disproportionality (TAC-D), Response to Intervention (RtI), Regional Special Education Technical Assistance Support Centers (RSE-TASC), as well as leaders from participating SSIP districts. Once identified, workgroups, led by an Office of Special Education Program Development and Support Services Associate, met twice monthly to identify core components from each of their respective topics.

<b>MTSS as a Usable Innovation Workgroup Charge:</b>	Defining MTSS as a Usable Innovation for NYS – making MTSS teachable, learnable, doable, and assessable.
<b>Process:</b>	<ul style="list-style-type: none"> <li>• Start with "Why" (philosophy, values, principles, driving focus on MTSS);</li> <li>• Document review of core components of MTSS (New York State Regulations – Part 100 &amp; 200 related sections,</li> <li>• MTSS models from other states and work of national experts, and</li> <li>• Systematic Scoping Review of Research on MTSS components.</li> </ul>
<b>Stakeholders:</b>	<p>Hudson Valley Special Education Parent Center Director;          NYC Regional Special Education Technical Assistance Support Center (RSE-TASC) Behavior Specialist;          TAC-D Project Associate;          NYSED Office of Special Education project manager;          Ossining Union Free School District Director of Special Education and RtI;          Lower Hudson RSE-TASC Regional Special Education Trainer;          Lower Hudson RSE-TASC Regional Coordinator;          RtI Consortium member - Literacy and Special Education Specialist.</p>
<b>Outcomes:</b>	<ol style="list-style-type: none"> <li>1) Develop a clear description of MTSS (philosophy, values and principles, inclusion and exclusion criteria that define the population for which the program is intended), and</li> <li>2) Identify the essential functions that define MTSS (Core components that define the program, improve efficiency and effectiveness of implementation, and allows for evaluation of the program's implementation)</li> </ol>



## Transformation Zone Regional Integrated Implementation Teams (RIITs)

The school-based Multi-Tiered System of Supports (MTSS) Leadership Team represents all stakeholders, including principal or school administrator, general and special education representative, specialists with expertise in behavior, social-emotional, and academic supports, classroom aide/assistant, and family representative.

### **Role of School-level Team**

- Develop and monitor school-based action plan based on MTSS self-assessment
- Develop and share expertise through effective Professional Development (PD) with school-based staff

### **Responsibilities:**

- Complete self-assessment
- Develop Support Plan
- Identify PD needs
- Attend and turn-key PD
- Collect and analyze student and fidelity data identified in plan
- Meet monthly to monitor plan and engage in Plan/Do/Study/Act (PDSA)
- Communicate and collaborate with entire community in PDSA
- Share assessment, monitoring, and identified PD and resource needs with district and regional teams

### **School-level Leadership Teams by Region of Transformation Zone**

<b>Region A</b>	<b>Region B</b>	<b>Region C</b>
<u>District A-2, School 3</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• Response to Intervention (RtI)/Positive Behavioral Interventions and Supports (PBIS)/MTSS Team</li> <li>• Special Education School Improvement Specialist (SESIS)</li> <li>• Behavior Specialist (BS)</li> <li>• Bilingual Special Education Specialist (BSES)</li> <li>• Regional Special Education Training Specialist (RSETS)</li> </ul>	<u>District B-1, Schools 1 and 2</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>	<u>District C-2, School 2</u> <p>Principal or Assistant Principal</p> <ul style="list-style-type: none"> <li>• PBIS team</li> <li>• BS</li> <li>• SESIS</li> <li>• BSES</li> </ul>
<u>District A-1, School 1</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• (BSES</li> <li>• RSETS</li> </ul>	<u>District B-2, School 3</u> <ul style="list-style-type: none"> <li>• School &amp; residential program administrator</li> <li>• Principal</li> <li>• (Explicit Direct Instruction (EDI)/PBIS Team</li> <li>• Nondistrict Specialist (NDS)</li> <li>• BS</li> <li>• RSETS</li> </ul>	<u>District C-5, School 5</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>



Transformation Zone Regional Integrated Implementation Teams (RIITs)

Region A	Region B	Region C
<p><u>District A-1, School 2</u></p> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> <li>• RSETS</li> </ul>	<p><u>District B-3, School 4</u></p> <ul style="list-style-type: none"> <li>• Principal &amp; Assistant Principal</li> <li>• MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• RSETS</li> </ul>	<p><u>District C-4, School 4</u></p> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>
	<p><u>District B-4, Schools 5 and 6</u></p> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• School Leadership Team (SLT)</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>	<p><u>District C-3, School 3</u></p> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>
		<p><u>District C-1, School 1</u></p> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>



## School-level Implementation Teams

The school-based Multi-Tiered System of Supports (MTSS) Leadership Team represents all stakeholders, including principal or school administrator, general and special education representative, specialists with expertise in behavior, social-emotional and academic supports, classroom aide/assistant, and family representative.

### **Role of School-level Team**

- Develop and monitor school-based action plan based on MTSS self-assessment
- Develop and share expertise through effective Professional Development (PD) with school-based staff

### **Responsibilities:**

- Complete self-assessment
- Develop Support Plan
- Identify PD needs
- Attend and turn-key PD
- Collect and analyze student and fidelity data identified in plan
- Meet monthly to monitor plan and engage in Plan/Do/Study/Act (PDSA)
- Communicate and collaborate with entire community in PDSA
- Share assessment, monitoring, and identified PD and resource needs with district and regional teams

### **School-level Leadership Teams by Region of Transformation Zone**

Region A	Region B	Region C
<u>District A-2, School 3</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• Response to Intervention (RtI)/ Positive Behavioral Interventions and Supports (PBIS)/MTSS Team</li> <li>• Special Education School Improvement Specialist (SEIS)</li> <li>• Behavior Specialist (BS)</li> <li>• Bilingual Special Education Specialist (BSES)</li> <li>• Regional Special Education Training Specialist (RSETS)</li> </ul>	<u>District B-1, Schools 1 and 2</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SEIS</li> <li>• BS</li> <li>• BSES</li> </ul>	<u>District C-2, School 2</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• PBIS team</li> <li>• BS</li> <li>• SEIS</li> <li>• BSES</li> </ul>
<u>District A-1, School 1</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SEIS</li> <li>• BS</li> <li>• BSES</li> <li>• RSETS</li> </ul>	<u>District B-2, School 3</u> <ul style="list-style-type: none"> <li>• School and residential program administrator</li> <li>• Principal</li> <li>• Explicit Direct Instruction/PBIS Team</li> <li>• Nondistrict Specialist (NDS)</li> <li>• BS</li> </ul>	<u>District C-5, School 5</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS Team</li> <li>• SEIS</li> <li>• BS</li> <li>• BSES</li> </ul>

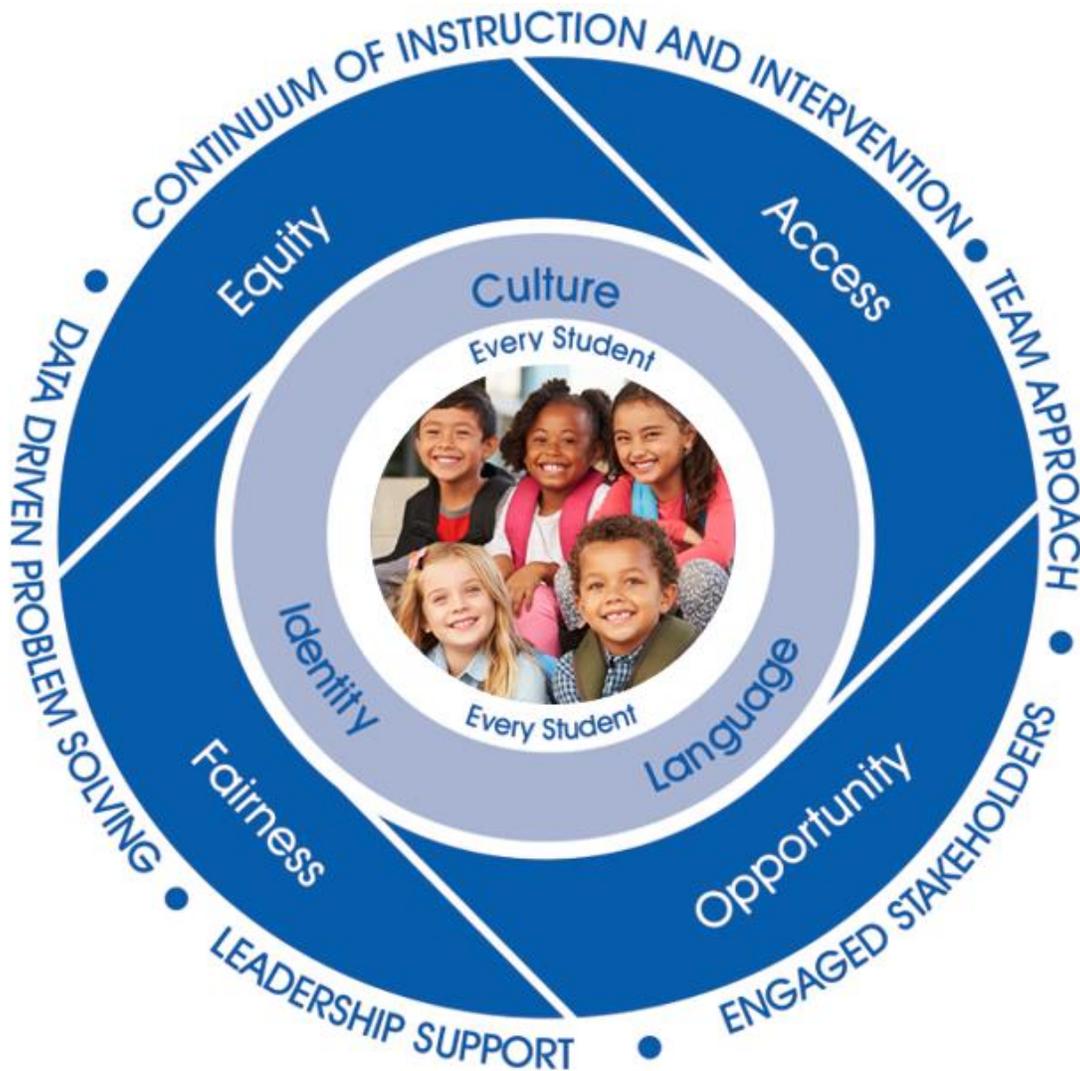


## School-level Implementation Teams

Region A	Region B	Region C
	<ul style="list-style-type: none"> <li>• RSETS</li> </ul>	
<u>District A-1, School 2</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• RTI/PBIS/MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> <li>• RSETS</li> </ul>	<u>District B-3, School 4</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS Team</li> <li>• SESIS</li> <li>• BS</li> <li>• RSETS</li> </ul>	<u>District C-4, School 4</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>
	<u>District B-4, Schools 5 and 6</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• School Leadership Team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>	<u>District C-3, School 3</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>
		<u>District C-1, School 1</u> <ul style="list-style-type: none"> <li>• Principal or Assistant Principal</li> <li>• MTSS team</li> <li>• SESIS</li> <li>• BS</li> <li>• BSES</li> </ul>

The New York State Education Department's  
State Systemic Improvement Plan (SSIP)

***Multi-Tiered System of Supports (MTSS) Model***



The New York State Education Department's SSIP MTSS Model has been designed to take a holistic approach to identifying and addressing students' unique needs, using a lens that is responsive to every student's social identity, culture and language. The Model adopts fairness and equity as core principles that help to drive access to opportunity, and to ensure an unwavering focus on supporting the academic, behavioral, and social emotional growth of every student across the State.

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Note: This document will be updated and revised as needed based on the learning across the transformation zone.

## **PREFACE**

### **What is MTSS?**

A multi-tiered system of supports (MTSS) is an evidence-based model of instruction and intervention that rests firmly on the belief that All students can learn. One of the core values of MTSS is that ALL school professionals are responsive to students' academic, behavioral, and social-emotional needs. Practices in MTSS are evidence-based and reflect students' culture, identity, and language. Data from universal screening and other assessments are used by teams on an ongoing basis to systematically determine the effectiveness of core curricula (Tier 1), make necessary adjustments to educational practice, and identify students for whom more support is needed. Students with additional needs will be provided supplemental (Tier 2) and/or intensive (Tier 3) supports, based on frequent monitoring of progress data. Throughout this process, school professionals collaborate with families and other stakeholders to maximize student success.

### **Concept of Usable Innovation**

The SSIP MTSS Model is influenced by the concept of a “usable innovation.” The National Implementation Research Network (NIRN) defines a usable innovation as an evidence-based practice that is teachable, learnable, doable, and assessable. It is dynamic and flows from a systematic collection of data, using a Plan Do Study Act model.

### **Purpose of the Document**

This document is intended to be used in coordination with professional development to support regional teams, districts, and schools as they implement MTSS as part of the New York State Education Department's (NYSED's) State Systemic Improvement Plan (SSIP). It is not to be viewed as the “final word” on MTSS, but rather as a guidance document which will evolve based on the experience(s) of participating districts and schools.

### **Organization of the Document**

The first section of the document contains the underlying values and guiding principles of the SSIP MTSS Model. These values guided the development of five core components: Team Approach, Leadership Support, Engaged Stakeholders, Continuum of Instruction and Intervention, and Data-Driven Problem Solving. In the following section, each of these core components is presented in detail, including operationalized descriptions. Districts and schools should use the operationalized definitions to self-assess current status and the “Considerations” to guide their planning of further action(s).

## **NYSED SSIP MTSS: Underlying Values and Guiding Principles**

These underlying values and guiding principles of MTSS provide guidance for all program decisions and are used to promote consistency, integrity, and sustainability.

MTSS ensures:

- An Unwavering Focus on Student Growth: All educational decision-making is driven by ambitious student performance goals.
- Cultural Responsiveness and Equity: All students succeed when they have access to what they need when they need it. Schools and districts are organized in a way that recognizes, respects and reflects the strengths of each student's culture, social identity and community.
- Engaged Stakeholders: The voices of family, community, and school personnel (i.e. all faculty and staff) are actively solicited and used in decision making. All stakeholders are responsible and accountable for the decisions made.
- A Whole Child/Whole School Approach: Educators focus on supporting each student's cognitive, academic, physical, behavioral, and social emotional development through systems of support that are aligned and integrated. All school personnel aim to educate and support children to be healthy, safe, engaged, and challenged, and receive ongoing professional development to enable them to do this.
- Proactive Problem-Solving: Prevention is more effective than intervention. Teachers and school leaders believe that success and failure in student learning is about the actions of teachers and school leaders. They adjust practices and policies to create strong conditions for student success by relying on data-based decision-making.
- Full Access for ALL Students: MTSS is for all students. All students have access to and participates in the general education curriculum to meet State Learning Standards. Not every student who receives Intensive Supports (Tier 3) is identified as a student with disability, and not every student identified with a disability needs intensive supports in all areas.

## **NYSED SSIP MTSS: Core Components**

These core components are the essential pieces of practice and/or key ingredients that must be in place to get the expected outcomes. To assist practitioners in implementation, the core components have been operationalized on pages 7 through 35.

### **Team Approach:** (See pages 7 - 11 for Description/Look Fors)

- A district leadership team provides vision, resources and support to school teams implementing MTSS, and evaluates fidelity, rigor and effectiveness of school and district efforts.
- Multi-disciplinary school-based teams establish and maintain on-going systems that ensure monitoring of effective and rigorous implementation steps of school-wide MTSS.
- District and school teams use a consistent district wide problem-solving process to monitor the impact of MTSS and to identify needs for adjustment.

### **Leadership Support:** (See pages 12 - 14 for Description/Look Fors)

- Comprehensive district and school plans are developed by a representative team of stakeholders with clearly delineated accountability and responsibilities.
- School and district leaders actively participate and publicly articulate commitment to the plan.
- District and School leadership ensure adequate policy, resource, programmatic, and funding support.

### **Engaged Stakeholders:** (See pages 15 - 18 for Description/Look Fors)

- Family and community engagement is established and maintained in a meaningful and culturally respectful way that is responsive to the needs of all students and families.
- The district and schools provide ongoing, culturally responsive, needs-based professional development on MTSS for all district, family and community stakeholders that ensures common language.
- There is coherent aligned implementation of MTSS from state to region to district to school across the transformation zone.

### **Continuum of Instruction and Intervention:** (See pages 19 - 25 for Description/Look Fors)

- The district ensures the belief systems, scheduling and resources necessary to implement the MTSS plan are established and implemented in all schools.
- The school identifies and implements Universal (Tier 1) literacy, behavioral and social-emotional curricula that have been shown to be effective and that incorporate students' culture, views, and experiences.
- The school implements Universal (Tier 1) lesson design and instructional delivery practices aligned to selected and implemented curricula that has been shown to be effective and that incorporate students' culture, views, and experiences.
- The school has a system in place for ensuring that literacy, behavioral, and social-emotional curricula are implemented effectively and are responsive to identified student needs.
- The school identifies and implements Supplemental (Tier 2) literacy, behavioral and social-emotional interventions that have been shown to be effective and are targeted to the identified needs of students for whom the Universal (Tier 1) instruction and supports have not been effective.

- The school ensures that interventions are designed to ensure success in Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.
- The school ensures that literacy, behavioral and social-emotional Supplemental (Tier 2) interventions are implemented effectively and are responsive to identified student needs.
- The school identifies, implements, and monitors Intensive (Tier 3) literacy, behavioral and social-emotional interventions that have been shown to be effective and are targeted to the identified needs of students.
- Intensive (Tier 3) interventions are designed to ensure success in the Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.
- Intensive (Tier 3) literacy, behavioral and social-emotional interventions are implemented effectively and are responsive to identified individual student needs.

### **Data Driven Problem Solving** (See pages 26 - 35 for Description/Look Fors)

- Academic, behavioral and social-emotional data systems are integrated and aligned.
- Academic, behavioral and social-emotional data systems are culturally responsive.
- Data systems and appropriate analysis are clearly communicated to all stakeholders while ensuring that personally identifiable information remains confidential.
- The necessary resources are allocated to ensure effective implementation of the data driven problem-solving process.
- Data entry and analysis systems are efficient and usable.
- Assessment tools at all levels are selected to support the collection of meaningful, valid and reliable data to drive instructional and systemic decision-making.
- Student academic, behavioral and social emotional data are used to evaluate the effectiveness of district and school programs and to make decisions regarding program improvements.
- Academic, behavioral and social-emotional screenings are conducted to evaluate the effectiveness of the Universal (Tier 1) curriculum and instruction and to identify students who would benefit from Supplemental (Tier 2) and/or Intensive (Tier 3) interventions.
- Academic, behavioral and social-emotional progress monitoring processes are used to assess the effectiveness of the Supplemental (Tier 2) and Intensive (Tier 3) interventions and to inform instructional decisions.
- Diagnostic assessments provide additional information on student's skill levels and specific individual needs and motivators in order to develop individualized Intensive (Tier 3) interventions when Supplemental (Tier 2) supports have not been effective.
- The district and school leadership teams ensure that the district and school MTSS plans are implemented as intended.
- The school leadership and student problem-solving teams ensure that the continuum of instruction and intervention and the data-driven problem-solving processes are implemented as intended.

**Core Component of Team Approach Operationalized**

Team Approach	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>A district leadership team provides vision, resources and support to school teams implementing MTSS, and evaluates fidelity, rigor and effectiveness of school and district efforts.</p>	<p>1. The district leadership team includes at least:</p> <ul style="list-style-type: none"> <li>○ one member of the executive leadership (e.g., superintendent, cabinet level administrator),</li> <li>○ a community agency representative,</li> <li>○ a teacher union representative,</li> <li>○ a family representative,</li> <li>○ a school level administrator; and</li> <li>○ at least one liaison to each school MTSS team.<sup>1, 2, 3</sup></li> </ul>	<p><i><u>Cultural Responsiveness and Equity</u>: How does the district team reflect the strengths and viewpoints of students' culture, social identity and community?</i></p> <p><i><u>Engaged Stakeholders</u>: How does the team ensure that members see themselves and function as a conduit to the group they represent? What professional development and coaching does each group of stakeholders need to participate?</i></p>
	<p>2. The district team establishes a meeting calendar that includes meetings scheduled at least quarterly.<sup>2</sup></p>	
	<p>3. The team agrees upon and implements consistent meeting process with an agenda, minutes, and a process for identifying and tracking necessary follow-up steps.<sup>2</sup></p>	
	<p>4. The team identifies clearly defined roles and responsibilities, norms, expectations, and decision rules, and intentionally measures teaming effectiveness.<sup>2</sup></p>	
	<p>5. Meetings include examination of fidelity of implementation of the district MTSS plan, impact of MTSS on faculty and staff, and impact of MTSS on student performance.<sup>2, 3, 4</sup></p>	
	<p>6. The district team regularly communicates with school level team using established communication protocols.<sup>2</sup></p>	
<p><b>Resources:</b></p> <p><sup>1</sup> McIntosh, K. &amp; Goodman, S. (2016). Chapter 5: Integrating Teaming in <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. NY: Guilford Press.</p> <p><sup>2</sup> MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <a href="https://www.cde.state.co.us/mtss/mlt-selfassessment">https://www.cde.state.co.us/mtss/mlt-selfassessment</a></p> <p><sup>3</sup> NYSED Quality Indicator Review and Resource Guides for Behavioral Supports and Interventions: <a href="http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm">http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm</a></p>		

<sup>4</sup> Self-Assessment of Problem Solving Implementation, Florida Problem Solving/Response to Intervention Project:  
<http://www.floridarti.usf.edu/resources/presentations/2011/FASP2011/sapsi.pdf>

Team Approach	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>Multi-disciplinary school-based teams establish and maintain on-going systems that ensure effective and rigorous implementation of school-wide MTSS.</p>	<p>2. School based team(s) serve two distinct functions:</p> <ul style="list-style-type: none"> <li>○ Student problem-solving; i.e., reviewing student academic, behavioral and social-emotional data and making decisions about tiered interventions for at-risk students, which meets monthly; <sup>5, 6</sup> and</li> <li>○ Program evaluation; i.e., establishing, evaluating and maintaining school-wide MTSS systems, which meets quarterly. <sup>3, 4, 7</sup></li> </ul>	<p><u>Cultural Responsiveness &amp; Equity:</u>  <i>How does the school team(s) reflect the strengths and viewpoints of students' culture, social identity and community?</i></p> <p><u>Engaged Stakeholders:</u> <i>represent?</i>  <i>What professional development and coaching does each group of stakeholders need to participate in MTSS?</i></p> <p><u>Full Access for ALL Students:</u>  <i>How does the team develop and sustain the mindset that MTSS is for all students; that Tier 2 or Tier 3 refers to services, not students; and that no student is referred to by Tier, but receives services based on assessed need(s)?</i></p>
	<p>3. The Student Problem-Solving Team includes:</p> <ul style="list-style-type: none"> <li>○ Grade-level team representatives that include general education teachers, special education teachers and interventionists; and</li> <li>○ Specialists with expertise in behavior, social-emotional and academic supports. <sup>7</sup></li> </ul>	
	<p>4. The school-based MTSS Leadership Team represents all stakeholders, including <sup>1, 3, 6, 7</sup>:</p> <ul style="list-style-type: none"> <li>○ Principal or school administrator</li> <li>○ General and special education representative</li> <li>○ Specialists with expertise in behavior, social-emotional and academic supports</li> <li>○ Classroom aide/assistant</li> <li>○ Family representative</li> </ul>	
	<p>5. The principal or school administrator is a participating member of the teams in analyzing student data and developing action plans. <sup>5, 7</sup></p>	
	<p>6. Team discussions are driven by student data, which is also disaggregated to look at outcomes of student groups. <sup>5</sup></p>	

	7. The MTSS Leadership Team identifies and adopts evidence-based Universal (Tier 1) screening and progress monitoring tools in all academic and behavioral domains <sup>2</sup>	
	8. School teams regularly communicate with the district level team using established two-way communication protocols. <sup>2</sup>	
	9. School level teams establish two-way communication protocols to engage school faculty in developing, implementing, assessing and revising the MTSS plan, including shared analysis of data at least three times a year. <sup>4, 6, 7, 8</sup>	

**Resources:**

<sup>1</sup> McIntosh, K. & Goodman, S. (2016). Chapter 5: Integrating Teaming in *Integrated multi-tiered systems of support: Blending RTI and PBIS*. NY: Guilford Press.

<sup>2</sup> MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <https://www.cde.state.co.us/mtss/mlt-selfassessment>

<sup>3</sup> NYSED Quality Indicator Review and Resource Guides for Behavioral Supports and Interventions: <http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm>

<sup>4</sup> Self-Assessment of Problem Solving Implementation, Florida Problem Solving/Response to Intervention Project: <http://www.floridarti.usf.edu/resources/presentations/2011/FASP2011/sapsi.pdf>

<sup>5</sup> New York State Self-Assessment Tool for Rtl Readiness and Implementation: [https://nysrti.org/files/documents/resources/forms/new\\_york\\_state\\_self\\_assessment\\_tool\\_for\\_rti\\_readiness\\_as\\_word\\_doc\\_updated\\_1\\_8\\_14.pdf](https://nysrti.org/files/documents/resources/forms/new_york_state_self_assessment_tool_for_rti_readiness_as_word_doc_updated_1_8_14.pdf).

<sup>6</sup> Algozzine, B, Barrett, S, Eber, L, George, H, Horner, R, Lewis, T, Putnam, B, Swain-Bradway, F, McIntosh, K & Sugai, G. (2014). School-wide PBIS Tiered Fidelity Inventory, OSEP Technical Assistance Center on PBIS: [https://www.pbis.org/Common/Cms/files/pbisresources/2015\\_10\\_7\\_SWPBIS\\_Tiered\\_Fidelity\\_Inventory.pdf](https://www.pbis.org/Common/Cms/files/pbisresources/2015_10_7_SWPBIS_Tiered_Fidelity_Inventory.pdf)

<sup>7</sup> Florida MTSS Self-Assessment of MTSS Implementation: [http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet\\_October%202015.pdf](http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet_October%202015.pdf)

<sup>8</sup> School-Wide Evaluation Tool (SET) - v 2.1: <https://www.pbis.org/resource/222/school-wide-evaluation-tool-set-v-2-1>

Team Approach	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>District and school teams use a consistent district wide problem-solving process to monitor the impact of MTSS and to identify needs for adjustment.</p>	<p>1. Teams use a formal problem-solving process to conduct continuous improvement cycles. <sup>2</sup></p>	<p><i><u>Unwavering Focus on Student Growth:</u> How will the team ensure that they are setting ambitious and meaningful student outcome goals that communicate high expectations?</i></p> <p><i><u>Engaged Stakeholders:</u> What professional development and coaching does each group of stakeholders need to participate in?</i></p> <p><i><u>Proactive Problem-Solving:</u> How do we develop and sustain the mindset among teachers and school leaders that success and failure in student learning is the direct result of educators’ practices and systems?</i></p> <p><i>How do we ensure that the primary purpose of assessment is to identify if and how practices and systems need to be adjusted, not to identify student deficits?</i></p>
	<p>2. Data used in the problem-solving process are printed, analyzed and put into graph format or other easy to understand format monthly <sup>9</sup></p>	
	<p>3. The problem-solving process includes four steps: <sup>2, 10</sup></p> <ul style="list-style-type: none"> <li>○ problem identification</li> <li>○ problem analysis</li> <li>○ plan implementation</li> <li>○ plan evaluation</li> </ul>	
	<p>4. In problem identification, the team analyzes the problem using data to determine why the issue is occurring. <sup>10, 11</sup></p>	
	<p>5. In problem analysis, the team establishes a performance goal driven based on the results of the team’s problem analysis for either tiered practices, groups of students or individual students, and develops an intervention plan to achieve the goal. <sup>6, 10, 11</sup></p>	
	<p>6. In plan implementation, the team ensures that the plan is implemented as intended by assessing fidelity of implementation per the time schedule established in the plan. <sup>4, 10, 11</sup></p>	
	<p>7. In plan evaluation, the team measures progress towards the goal using data gathered at agreed upon intervals, identifies successes and barriers, and makes necessary modifications to the plan. <sup>2, 4, 7, 10, 11</sup></p>	
	<p>8. Plans include evidence-based and research-based strategies. <sup>4</sup></p>	

**Resources:**  
<sup>1</sup> McIntosh, K. & Goodman, S. (2016). Chapter 5: Integrating Teaming in *Integrated multi-tiered systems of support: Blending RTI and PBIS*. NY: Guilford Press.

- <sup>2</sup> MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <https://www.cde.state.co.us/mtss/mlt-selfassessment>
- <sup>3</sup> NYSED Quality Indicator Review and Resource Guides for Behavioral Supports and Interventions: <http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm>
- <sup>4</sup> Self-Assessment of Problem Solving Implementation, Florida Problem Solving/Response to Intervention Project: <http://www.floridarti.usf.edu/resources/presentations/2011/FASP2011/sapsi.pdf>
- <sup>5</sup> New York State Self-Assessment Tool for RtI Readiness and Implementation: [https://nysrti.org/files/documents/resources/forms/new\\_york\\_state\\_self\\_assessment\\_tool\\_for\\_rti\\_readiness\\_as\\_word\\_doc\\_updated\\_1\\_8\\_14.pdf](https://nysrti.org/files/documents/resources/forms/new_york_state_self_assessment_tool_for_rti_readiness_as_word_doc_updated_1_8_14.pdf).
- <sup>6</sup> Algozzine, B, Barrett, S, Eber, L, George, H, Horner, R, Lewis, T, Putnam, B, Swain-Bradway, F, McIntosh, K & Sugai, G. (2014). School-wide PBIS Tiered Fidelity Inventory, OSEP Technical Assistance Center on PBIS: [https://www.pbis.org/Common/Cms/files/pbisresources/2015\\_10\\_7\\_SWPBIS\\_Tiered\\_Fidelity\\_Inventory.pdf](https://www.pbis.org/Common/Cms/files/pbisresources/2015_10_7_SWPBIS_Tiered_Fidelity_Inventory.pdf)
- <sup>7</sup> Florida MTSS Self-Assessment of MTSS Implementation: [http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet\\_October%202015.pdf](http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet_October%202015.pdf)
- <sup>8</sup> School-Wide Evaluation Tool (SET) - v 2.1: <https://www.pbis.org/resource/222/school-wide-evaluation-tool-set-v-2-1>
- <sup>9</sup> Kincaid, D., Childs, K., & George, H. (March, 2010). School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida: <https://www.pbisapps.org/Resources/SWIS%20Publications/BoQ%20Scoring%20Guide.pdf>
- <sup>10</sup> University of South Florida MTSS model: [http://floridarti.usf.edu/resources/topic/overview\\_of\\_rti/GTIPS-R\\_Print/GTIPS-R\\_print.pdf](http://floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/GTIPS-R_print.pdf)
- <sup>11</sup> Team Initiated Problem-Solving, www.pbis.org: <https://www.pbis.org/training/tips>.

**Core Component of Leadership Support Operationalized**

<b>Leadership Support</b>	<b>Operationalized Descriptions</b>	<b>Considerations that must be addressed based on Values/Guiding Principles</b>
<p>Comprehensive district and school plans are developed by a representative team of stakeholders with clearly delineated accountability and responsibilities.</p>	<p>1. The MTSS plan includes:<sup>3</sup></p> <ul style="list-style-type: none"> <li>○ a clear sequence of steps, activities, timelines, resources, and implementation benchmarks and goals</li> <li>○ identified activities that are evidence-based, and data show they are needed</li> <li>○ family and community partnering practices across tiers (i.e., addresses need of all students).</li> </ul>	<p><i><u>An Unwavering Focus on Student Growth:</u> Is the plan driven by student outcome goals?</i></p> <p><i><u>Cultural Responsiveness &amp; Equity:</u> Who is creating the plan? How does the plan reflect the strengths and viewpoints of students' culture, social identity, and community?</i></p>
	<p>2. District and school leadership review current and new priorities and initiatives and braid or blend those priorities and initiatives into the MTSS plan.<sup>1,3,4</sup></p>	<p><i><u>Engaged Stakeholders:</u> How does the plan reflect the voice and perspectives of all stakeholders?</i></p>
	<p>3. The district implementation plan defines goals for schools to implement MTSS priorities (e.g., school-wide reading and school-wide behavior) over the 3-5 years.<sup>3</sup></p>	<p><i><u>Full Access for ALL Students:</u> How does the plan build in systematic assessments and supports at all tiers for all students that ensures each student is assessed and supported regularly?</i></p>
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <a href="https://www.cde.state.co.us/mtss/mlt-selfassessment">https://www.cde.state.co.us/mtss/mlt-selfassessment</a></li> <li>2. NYSED Quality Indicator Review and Resource Guides for Behavioral Supports and Interventions: <a href="http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm">http://www.p12.nysed.gov/specialed/techassist/behaviorQI-May2014.htm</a></li> <li>3. Colorado Multi-Tiered Systems of Support District Systems Self-Assessment (CO MTSS DSSA): <a href="https://www.cde.state.co.us/mtss/dssa">https://www.cde.state.co.us/mtss/dssa</a></li> </ol>		

4. Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts  
<https://www.pbis.org/Common/Cms/files/pbisresources/Alignment%20Brief.%20for%20posting.1.16.17.docx>

Leadership Support	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>School and district leaders actively participate and publicly articulate commitment to the plan.</p>	<p>1. District and school leaders seek out and consider the perspectives of various stakeholders in the multiple ways; e.g., surveys, focus groups, interviews, community forums, PTA meetings, student council, and staff meetings.<sup>4</sup></p>	<p><u>Cultural Responsiveness and Equity:</u> <i>Is the plan communicated in languages and modalities that are accessible to all stakeholders.</i></p>
	<p>2. District and school leaders publicly present the MTSS plan, and feedback is solicited from multiple audiences (e.g., Board of Education, executive leadership, school staff, families, and community members).<sup>1</sup></p>	<p><u>Engaged Stakeholders:</u> <i>What is the plan for ensuring families are informed about the plan and progress towards meeting the intended outcomes of the plan.</i></p>
	<p>3. Disaggregated district-wide MTSS data (e.g. race, gender, disability, ENL) are reported regularly to various stakeholders (e.g. Board of Education, school staff, and families).<sup>3</sup></p>	<p><u>Full Access for ALL Students:</u> <i>How does the team develop and sustain the mindset that MTSS is for all students; that Tier 2 or Tier 3 refers to services, not students; and that no student is referred to by Tier, but receives services based on assessed need(s)?</i></p>
	<p>4. District leadership establishes and monitors two-way communication protocols to ensure district and school plans are aligned and implemented.<sup>2</sup></p>	

**Resources:**

1. MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <https://www.cde.state.co.us/mtss/mlt-selfassessment>
2. New York State Self-Assessment Tool for RtI Readiness and Implementation: [https://nysrti.org/files/documents/resources/forms/new\\_york\\_state\\_self\\_assessment\\_tool\\_for\\_rti\\_readiness\\_as\\_word\\_doc\\_updated\\_1\\_8\\_14.pdf](https://nysrti.org/files/documents/resources/forms/new_york_state_self_assessment_tool_for_rti_readiness_as_word_doc_updated_1_8_14.pdf)
3. Colorado Multi-Tiered Systems of Support District Systems Self-Assessment (CO MTSS DSSA) <https://www.cde.state.co.us/mtss/dssa>
4. Technical Assistance Center on Disproportionality TAC-D: School Readiness Exploration Tool (Leadership)

Leadership Support	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
District and school leadership ensure adequate policy, resource, programmatic, and funding support.	1. The Board, district leaders and school leaders develop strategic action plans that provide support and guidance for the MTSS plan. <sup>1</sup>	<u><i>Cultural Responsiveness and Equity:</i></u> How does the district ensure that policies respond to cultural and linguistic needs of the entire community?
	2. The district fiscal review includes the provision of funding to schools in support of the implementation of the MTSS plan. <sup>1</sup>	
	3. The district allocates human resources (e.g. designated staff and time for district and school coaches) to support implementation of MTSS. <sup>1</sup>	<u><i>Engaged Stakeholders:</i></u> What methods are we using to solicit and respond to all stakeholder voices, concerns and recommendations?
	4. District and school leaders provide scheduled time for stakeholders to meet, engage in the problem-solving process and modify curriculum and lessons in response to performance data and student needs. <sup>2</sup>	
	5. District leadership ensures that the district and schools professional development plans include training aligned to and identified in MTSS plans. <sup>1</sup>	<u><i>Proactive Problem-Solving:</i></u> Policy, resource, programmatic, and funding support must align with the MTSS plan. How do we develop and sustain the mindset among teachers, district and school leaders that policies, resources, programmatic, and funding support need to be adjusted, not the student?
<b>Resources:</b> 1. MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <a href="https://www.cde.state.co.us/mtss/mlt-selfassessment">https://www.cde.state.co.us/mtss/mlt-selfassessment</a> 2. TAC-D: School Readiness Exploration Tool (Leadership)		

**Core Component of Engaged Stakeholders Operationalized**

<b>Engaged Stakeholder</b>	<b>Operationalized Descriptions</b>	<b>Considerations that must be addressed based on Values/Guiding Principles</b>
<p>Family and community engagement is established and maintained in a meaningful and culturally respectful way that is responsive to the needs of all students and families.</p>	<p>1. The district and school communicate with and engages family and community stakeholders, including:</p> <ul style="list-style-type: none"> <li>a. parents, guardians and/or extended family members</li> <li>b. community-based organizations</li> <li>c. social services and family agencies</li> <li>d. faith-based organizations</li> <li>e. businesses <sup>1,2</sup></li> </ul>	<p><i>Cultural Responsiveness and Equity:</i></p> <ul style="list-style-type: none"> <li>○ <i>District ensures that communication and collaboration respond to cultural and linguistic needs of the entire community throughout all phases of MTSS.</i></li> <li>○ <i>All material is delivered in a way that recognizes, respects and reflects family and community engagement.</i></li> </ul> <p><i>Engaged Stakeholders:</i></p> <ul style="list-style-type: none"> <li>○ <i>What methods are we using to solicit and respond to all stakeholder voices, concerns and recommendations</i></li> </ul>
	<p>2. The district focuses on building and maintaining relationships between educators and family/community stakeholders that are welcoming, positive and that recognize family needs and cultural differences. <sup>1,5</sup></p>	
	<p>3. The district and school MTSS plans are collaboratively developed by all stakeholders that include educators, family, and community stakeholders. <sup>5,4,1</sup></p>	
	<p>4. The MTSS plans are presented publicly and promoted in multiple formats, (e.g., presentation, video, web-based platforms), and in language and modalities that meet the needs of family and community stakeholders. <sup>5,2</sup></p>	
	<p>5. The MTSS plan includes a family and community stakeholder engagement goal as a priority establishing a systemic process for school their capacity to support implementation and provide feedback. <sup>1,2,4</sup></p>	
	<p>6. The district and school teams meet quarterly to monitor progress towards attainment of the family and community engagement goals, including family and</p>	

	community stakeholders in collecting and analyzing the data. <sup>3,4,6</sup>	
<p><b>Resources:</b></p> <p><sup>1</sup>Multi-Tiered System of Supports (MTSS) Implementation Components, Florida’s MTSS  <a href="http://www.icasel.org/Resources/Documents/00.FACE%20in%20MTSS%20Model%20Components_final.pdf">http://www.icasel.org/Resources/Documents/00.FACE%20in%20MTSS%20Model%20Components_final.pdf</a></p> <p><sup>2</sup> Colorado DOE Family and Community Partnering: "On the Team and at the Table" Toolkit (Revised 2009)  <a href="http://www.cde.state.co.us/Rtl/FamilyCommunityToolkit.htm">http://www.cde.state.co.us/Rtl/FamilyCommunityToolkit.htm</a></p> <p><sup>3</sup> MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT <a href="https://www.cde.state.co.us/mtss/mlt-selfassessment">https://www.cde.state.co.us/mtss/mlt-selfassessment</a></p> <p><sup>4</sup> SWIFT Fidelity Integrity Assessment (SWIFT-FIA)  <a href="http://guide.swiftschools.org/sites/default/files/documents/SWIFT_FIA_1%203_Webversion_3.21.17.pdf">http://guide.swiftschools.org/sites/default/files/documents/SWIFT_FIA_1%203_Webversion_3.21.17.pdf</a></p> <p><sup>5</sup> MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <a href="https://www.cde.state.co.us/mtss/mlt-selfassessment">https://www.cde.state.co.us/mtss/mlt-selfassessment</a></p> <p><sup>6</sup> University of South Florida MTSS model: <a href="http://floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/GTIPS-R_print.pdf">http://floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/GTIPS-R_print.pdf</a></p> <p><sup>7</sup> Kincaid, D., Childs, K., &amp; George, H. (March, 2010). School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida: <a href="https://www.pbisapps.org/Resources/SWIS%20Publications/BoQ%20Scoring%20Guide.pdf">https://www.pbisapps.org/Resources/SWIS%20Publications/BoQ%20Scoring%20Guide.pdf</a></p>		

Engaged Stakeholder	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>The district and schools provide ongoing, culturally responsive, needs-based professional development on MTSS for all district, family and community stakeholders that ensures common language.</p>	<ol style="list-style-type: none"> <li>1. All stakeholders can articulate the guiding principles/values of the MTSS model and describe its core components in a consistent manner. <sup>1,2</sup></li> <li>2. Equitable opportunities for all stakeholders to engage in learning about the problem-solving process and the continuum of instruction and intervention are provided throughout MTSS development and implementation. <sup>1,5,8</sup></li> <li>3. The professional development plan is responsive to the needs of all stakeholder groups, with differentiated training opportunities for each of the stakeholder groups. <sup>1,2,3</sup></li> <li>4. The professional development plan is based on needs assessments of each stakeholder group that identifies</li> </ol>	<p><u>Cultural Responsiveness and Equity:</u></p> <ul style="list-style-type: none"> <li>○ Are the materials and instruction organized and delivered in a way that recognizes respects and reflects the strengths of each student’s culture, social identity and community?</li> </ul> <p><u>Engaged Stakeholders</u>  How do we ensure that we are reaching the majority (80 percent) of families in our community?</p>

	<p>their needs and potential barriers to positive and proactive engagement; e.g., trainings for families are held in venues and formats convenient for families. <sup>1,2,5</sup></p>	
	<p>5. The professional development plan identifies both training and coaching that is responsive to the needs and positively engages each group of stakeholders. <sup>1,7,8</sup></p>	
	<p>6. Intensive outreach efforts are conducted to increase family and community stakeholder engagement and staff buy-in. <sup>1,8</sup></p>	
	<p>7. Information and communication is provided through multiple methods on a regular basis in clear, meaningful and culturally responsive language. <sup>1,2</sup></p>	

**Resources:**

<sup>1</sup> Multi-Tiered System of Supports (MTSS) Implementation Components, Florida’s MTSS

[http://www.icaso.org/Resources/Documents/00.FACE%20in%20MTSS%20Model%20Components\\_final.pdf](http://www.icaso.org/Resources/Documents/00.FACE%20in%20MTSS%20Model%20Components_final.pdf)

<sup>2</sup> Colorado DOE Family and Community Partnering: "On the Team and at the Table" Toolkit (Revised 2009)

<http://www.cde.state.co.us/Rtl/FamilyCommunityToolkit.htm>

<sup>3</sup> MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT <https://www.cde.state.co.us/mtss/mlt-selfassessment>

<sup>4</sup> SWIFT Fidelity Integrity Assessment (SWIFT-FIA)

[http://guide.swiftschools.org/sites/default/files/documents/SWIFT\\_FIA\\_1%203\\_Webversion\\_3.21.17.pdf](http://guide.swiftschools.org/sites/default/files/documents/SWIFT_FIA_1%203_Webversion_3.21.17.pdf)

<sup>5</sup> MTSS Leadership Team (MLT) Self-Assessment, Colorado Department of Education: <https://www.cde.state.co.us/mtss/mlt-selfassessment>

<sup>6</sup> University of South Florida MTSS model: [http://floridarti.usf.edu/resources/topic/overview\\_of\\_rti/GTIPS-R\\_Print/GTIPS-R\\_print.pdf](http://floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/GTIPS-R_print.pdf)

<sup>7</sup> Kincaid, D., Childs, K., & George, H. (March, 2010). School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida: <https://www.pbisapps.org/Resources/SWIS%20Publications/BoQ%20Scoring%20Guide.pdf>

<sup>8</sup> Epstein's Framework of Six Types of Involvement <https://www.sps186.org/downloads/table/13040/6TypesJ.Epstein.pdf>

<sup>9</sup> USDOE Dual Capacity-Building Framework for Family–School Partnerships <https://www2.ed.gov/documents/family-community/partners-education.pdf>

Engaged Stakeholders	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>There is coherent aligned implementation of MTSS from state to region to district to school across the transformation zone.</p>	<p>Currently Under Construction</p> 	<p><i>Currently Under Construction</i></p> 
<p><b>Resources:</b></p>		

Core Component of Continuum of Instruction and Intervention Operationalized

Continuum of Instruction and Intervention (SYSTEMS)	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>The district ensures the belief systems, scheduling and resources necessary to implement the MTSS plan are established and implemented in all schools.</p>	<p>1. School personnel review and implement appropriate strategies for neutralizing implicit bias in instruction and discipline decisions.<sup>1</sup></p>	<p><u><i>Cultural Responsiveness and Equity:</i></u>  <i>Are the materials and instruction organized and delivered in a way that recognizes, respects and reflects the strengths of each student’s culture, social identity and community?</i></p>
	<p>2. The master teachers schedules allocate sufficient time to teach core curriculum and for staff to engage in the problem-solving cycle.<sup>2</sup></p>	
	<p>3. The master schedule ensures that core literacy instruction is provided daily for 90 minutes.<sup>3</sup></p>	
	<p>4. The master schedule allows for Tier 2 small group instruction to be provided in addition to core instruction; for small group literacy interventions students receive at least an additional 20-30 minutes per session, 3-4 times per week.<sup>3</sup></p>	<p><u><i>Full Access for ALL Students:</i></u> <i>Does all students have access to and participate in the general education curriculum?</i></p>
	<p>5. Staff are assigned in ways that support implementation of the school-wide MTSS plan.</p>	<p><u><i>Full Access for ALL Students:</i></u> <i>Are students who have challenges in memory, language and attention taught specific strategies to be successful in groups and independently?</i></p>
	<p>6. District and school level coaches are assigned.</p>	
	<p>7. Student response to Supplemental (Tier 2) and Intensive interventions is included in all referrals to consider a student for Special Education services.</p>	
<p><b>Resources:</b></p> <p>1. McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., &amp; Sugai, G. (2014). <i>Recommendations for addressing discipline disproportionality in education</i>. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. <a href="https://www.pbis.org/Common/Cms/files/pbisresources/RecommendationsForAddressingDisciplineDisproportionality.pdf">https://www.pbis.org/Common/Cms/files/pbisresources/RecommendationsForAddressingDisciplineDisproportionality.pdf</a></p> <p>2. Multi-Tiered System of Supports (MTSS) Implementation Components, Florida’s MTSS <a href="https://nysrti.org/files/webinars/strand_16/mtss_q_and_a5b15d.pdf">https://nysrti.org/files/webinars/strand_16/mtss_q_and_a5b15d.pdf</a></p> <p>3. Cognitive Strategy Instruction. <a href="https://cehs.unl.edu/secd/teaching-strategies/">https://cehs.unl.edu/secd/teaching-strategies/</a></p>		

Continuum of instruction and Intervention (Universal/Tier1)	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>The school identifies and implements Universal (Tier 1) literacy, behavioral and social-emotional <b>curricula</b> that have been shown to be effective and that incorporate students' culture, views, and experiences.</p>	<p>1. The core reading program is aligned with NYS English Language Arts (ELA) standards and grade level expectations.<sup>1</sup></p>	<p><u><i>Cultural Responsiveness and Equity:</i></u>  <i>Are the materials and instruction organized and delivered in a way that recognizes, respects and reflects the strengths of each student's culture, social identity and community?</i></p>
	<p>2. The core reading program is research-based for the population of learners with whom it is being used, including students whose native language is not English.<sup>1</sup></p>	
	<p>3. The core reading program addresses the essential components of reading instruction including decoding/word study/morphology, fluency, vocabulary, and comprehension.<sup>1</sup></p>	
	<p>4. The core reading program includes direct and explicit comprehension strategy instruction for both narrative and expository text.<sup>2</sup></p>	<p><u><i>Full Access for ALL Students:</i></u> <i>Does all students have access to and participate in the general education curriculum?</i></p>
	<p>5. The core writing program includes explicit strategy instruction in writing.<sup>3</sup></p>	
	<p>6. Teachers ensure that students are routinely reading text that reflect diverse social and cultural identities and accommodates the needs of all students.<sup>2</sup></p>	<p><u><i>Full Access for ALL Students:</i></u> <i>Are students who have challenges in memory, language and attention taught specific strategies to be successful in groups and independently?</i></p>
	<p>7. Teachers explicitly teach self-regulatory, linguistic, and social skills that promote learning (e.g., considering others' viewpoints, respectful communication, monitoring progress).<sup>4</sup></p>	
	<p>8. Staff define a small set of positive, school-wide behavior expectations for students.<sup>5</sup></p>	
	<p>9. Behavioral expectations are developed collaboratively with students, families, and community members, and are congruent with student and family cultural values.<sup>5</sup></p>	

<p>The school implements Universal (Tier 1) <b>lesson design and instructional delivery practices</b> aligned to selected can implemented curricula that has been shown to be effective and that incorporates students' culture, views, and experiences.</p>	<p>1. Teachers are trained in the lesson planning and instructional practices of explicit direct instruction, Universal (Tier 1) design for learning (UDL) and specially designed instruction.</p>
	<p>2. Core reading instruction is systematic and explicit.<sup>1</sup></p>
	<p>3. Teaching of school-wide behavior expectations is systematic and explicit, and occurs across environments including classroom, halls, bathrooms and other spaces.<sup>5</sup></p>
	<p>4. School develops a system to ensure all adults acknowledge appropriate student behavior, effort and performance, and provide explicit feedback on inappropriate or incorrect behavior and performance.<sup>5</sup></p>
	<p>5. Teachers administer formative assessments frequently (daily or weekly) to evaluate effectiveness of academic and social-emotional instruction and supports.<sup>6</sup></p>
	<p>6. Teachers are provided time to collaboratively plan instructional and supplemental lesson plans.</p>
<p>The school has a system in place for ensuring that literacy, behavioral and social-emotional curricula are <b>implemented effectively and are responsive</b> to identified student needs.</p>	<p>1. The school assesses the Universal (Tier 1) academic, behavioral and social-emotional instruction at least 3-4 times a year to ensure it is effective for at least 80 percent of school's student population</p>
	<p>2. If less than 80 percent of all students are meeting benchmarks the core curriculum is reviewed with the intention of modifying instruction to match student need.<sup>6, 7, 8</sup></p>

**Resources:**

1. *New York SED RTI TAC Self-Assessment Survey*
2. *What Is the Evidence for an Uninterrupted, 90-Minute Literacy Instruction Block?* EDUCATION NORTHWEST LITERACY BRIEF
3. Vaughn, S., Klingner, J.K., & Schumm, J.S. (1996). *Collaborative strategic reading*. Miami, FL: School-Based Research, University of Miami.
4. McLeskey, J. (2017). News From CEC: *High-Leverage Practices in Special Education*. TEACHING Exceptional Children, 49(5), 355-360.

5. School-wide Evaluation Tool Implementation Manual <https://www.pbis.org/resource/894/school-wide-evaluation-tool-implementation-manual>

6. *Use of Education Data at the Local Level from Accountability to Instructional Improvement References.* <https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf>

7. *Using Student Achievement Data to Support Instructional Decision Making* [http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

8. <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>

Continuum of instruction and Intervention (Supplemental/Tier 2)	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>The school identifies and implements Supplemental (Tier 2) literacy, behavioral and social-emotional <b>interventions</b> that have been shown to be effective and are targeted to the identified needs of students for whom Universal (Tier 1) has not been effective.</p>	<ol style="list-style-type: none"> <li>1. The student problem-solving team(s) use consistent criteria to determine students who would benefit from Supplemental (Tier 2) supports that is valid for a diverse student population and accounts for linguistic, cultural and socio-economic differences <sup>1</sup></li> <li>2. The school has staff who have been trained in research-based academic, behavioral and social emotional interventions that supplement Tier 1 and match identified student needs. <sup>5</sup></li> <li>3. Supplemental (Tier 2) interventions are provided for students who show significant gaps in literacy, behavioral and/or social emotional skills as soon as student’s need for additional support is determined.<sup>2 3 4 5</sup></li> </ol>	<p><u><i>Cultural Responsiveness and Equity:</i></u> <i>Are the materials and instruction organized and delivered in a way that recognizes, respects and reflects the strengths of each student’s culture, social identity and community?</i></p> <p><u><i>Full Access for ALL Students:</i></u> <i>Does all students have access to and participate in the general education curriculum?</i></p> <p><u><i>Full Access for ALL Students:</i></u> <i>Are students who have challenges in memory, language and attention taught specific strategies to be successful in groups and independently?</i></p>
<p>The school ensures that interventions are designed to ensure success in Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.</p>	<ol style="list-style-type: none"> <li>1. Supplemental interventions and supports are aligned with core instruction in terms of expectations, vocabulary and strategies.<sup>1</sup></li> <li>2. Supplemental (Tier 2) interventions are delivered in small groups (no more than 6 students per group) and are targeted to identified needs shared by the students in the group.<sup>1</sup></li> <li>3. Interventions are selected or adapted by instructional staff to reflect cultural and linguistic considerations.</li> </ol>	

	<p>4. Adapted intervention protocols are documented and communicated to staff so that they are implemented with fidelity.</p>	
	<p>5. Interventions are revised as needed based on program efficacy and changing student needs. <sup>6</sup></p>	
	<p>6. Supplemental (Tier 2) interventions are in addition to and not in place of Universal (Tier 1) instruction; for literacy, additional instructional time of at least 20-30 minutes per session, 3-4 times per week is offered.<sup>1</sup></p>	
<p>The school ensures that literacy, behavioral and social-emotional Supplemental (Tier 2) interventions are <b>implemented effectively and are responsive</b> to identified student needs.</p>	<p>1. The impact of additional instruction results in approximately 70 percent or more of the students received Supplemental (Tier 2) interventions achieving grade-level expectations or making significant growth. <sup>7</sup></p>	
	<p>2. If less than 70 percent of the students are achieving expectations, a review of the interventions is conducted with the intention of modifying intervention to match student need. <sup>6, 8, 9</sup></p>	

**Resources:**

1. Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006, August). Responsiveness to Intervention (RtI): How to do it. (NRCLD).
2. Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007). *Extensive reading interventions in grades k– 3: From research to practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
3. Murray, C. S., Coleman, M. A., Vaughn, S., Wanzek, J., & Roberts, G. (2012). *Designing and delivering intensive Interventions: A teacher’s toolkit*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
4. Graham, S and Harris, K. (2012). *Writing better*. MD: Brookes Publishing Co.
5. Tobin, T. J., Lewis-Palmer, T., & Sugai, G. (2002). School-wide and individualized effective behavior support: An explanation and an example (pgs. 51-75 of this 118-page document). *Behavior Analyst Today*, 3, pp.
6. <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>
7. Multi-Tiered System of Supports (MTSS) Implementation Components, Florida’s MTSS [https://nysrti.org/files/webinars/strand\\_16/mtss\\_q\\_and\\_a5b15d.pdf](https://nysrti.org/files/webinars/strand_16/mtss_q_and_a5b15d.pdf)
8. *Using Student Achievement Data to Support Instructional Decision Making* [http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)

9. *Use of Education Data at the Local Level from Accountability to Instructional Improvement References.*  
<https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf>

Continuum of Instruction and Intervention (Intensive/Tier 3)	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
<p>The school identifies, implements, and monitors Intensive (Tier 3) literacy, behavioral and social-emotional <b>interventions</b> that have been shown to be effective and are targeted to the identified needs of students.</p>	<ol style="list-style-type: none"> <li>1. The student problem-solving team(s) use consistent criteria to determine students who would benefit from Intensive (Tier 3) supports that are valid for diverse student populations and accounts for linguistic, cultural and socio-economic differences <sup>1</sup></li> <li>2. The school has staff who have been trained in research-based academic, behavioral and social emotional intensive (Tier 3) interventions that match individual student needs. <sup>5</sup></li> <li>3. Intensive (Tier 3) interventions are provided for students who have not responded to the Universal (Tier 1) curriculum and instruction even with Supplemental (Tier 2) supports. <sup>2 3 4 5</sup></li> </ol>	<p><u><i>Cultural Responsiveness and Equity:</i></u>  <i>Are the materials and instruction organized and delivered in a way that recognizes, respects and reflects the strengths of each student’s culture, social identity and community?</i></p> <p><u><i>Full Access for ALL Students:</i></u> <i>Does all students have access to and participate in the general education curriculum?</i></p> <p><u><i>Full Access for ALL Students:</i></u> <i>Are students who have challenges in memory, language and attention taught specific strategies to be successful in groups and independently?</i></p>
<p>Intensive (Tier 3) interventions are designed to ensure success in the Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.</p>	<ol style="list-style-type: none"> <li>1. Intensive (Tier 3) interventions and supports are consistent with Universal (Tier 1) curricular expectations but are delivered using specially designed instruction matched to individual student needs.</li> <li>2. Intensive (Tier 3) interventions are targeted to the identified academic, behavioral and social emotional needs of individual students. <sup>1</sup></li> <li>3. Interventions are adapted to reflect cultural and linguistic considerations.</li> <li>4. Adapted intervention protocols are documented and communicated to staff so that they are implemented with fidelity.</li> <li>5. Interventions are revised as needed based on program efficacy and changing student needs. <sup>6</sup></li> </ol>	<p><u><i>Full Access for ALL Students:</i></u> <i>Are students who have challenges in memory, language and attention taught specific strategies to be successful in groups and independently?</i></p>

	6. Intensive (Tier 3) interventions are in addition to and not in place of Universal (Tier 1) instruction.	
Intensive (Tier 3) literacy, behavioral and social-emotional intensive interventions are implemented effectively and are responsive to identified individual student needs.	1. Decision rules that determine a student’s movement between tiers of intervention are based on attainment of individual student goals. <sup>7</sup>	
	2. If goal is not achieved, a review of the interventions is conducted with the intention of modifying intervention to match student need. <sup>6, 8, 9</sup>	

**Resources:**

1. Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006, August). Responsiveness to Intervention (RtI): How to do it. (NRCLD).
2. Scammacca, N., Vaughn, S., Roberts, G., Wanzek, J., & Torgesen, J. K. (2007). *Extensive reading interventions in grades k– 3: From research to practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
3. Murray, C. S., Coleman, M. A., Vaughn, S., Wanzek, J., & Roberts, G. (2012). *Designing and delivering intensive Interventions: A teacher’s toolkit*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
4. Graham, S and Harris, K. (2012). *Writing better*. MD: Brookes Publishing Co.
5. Tobin, T. J., Lewis-Palmer, T., & Sugai, G. (2002). School-wide and individualized effective behavior support: An explanation and an example (pgs 51-75 of this 118 page document). *Behavior Analyst Today*, 3, pp.
6. <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>
7. Multi-Tiered System of Supports (MTSS) Implementation Components, Florida’s MTSS [https://nysrti.org/files/webinars/strand\\_16/mtss\\_q\\_and\\_a5b15d.pdf](https://nysrti.org/files/webinars/strand_16/mtss_q_and_a5b15d.pdf)
8. Using Student Achievement Data to Support Instructional Decision Making [http://www.naesp.org/sites/default/files/Student%20Achievement\\_blue.pdf](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf)
9. Use of Education Data at the Local Level from Accountability to Instructional Improvement References. <https://www2.ed.gov/rschstat/eval/tech/use-of-education-data/use-of-education-data.pdf>

**Core Component of Data-Driven Problem Solving Operationalized**

<b>Data Driven Problem Solving (SYSTEMS)</b>	<b>Operationalized Descriptions</b>	<b>Considerations must be addressed based on Values/Guiding Principles</b>
<p>Academic, behavioral and social-emotional data systems are integrated and aligned.</p>	<p>1. An integrated MTSS data system is in place to collect and analyze five types of data aligned to the continuum of instruction and interventions: <sup>1</sup></p> <ul style="list-style-type: none"> <li>○ student outcome data at the Universal level</li> <li>○ student screening data at the Universal level</li> <li>○ individual student progress monitoring data at the Targeted and Intensive levels</li> <li>○ individual student diagnostic data at the Intensive level</li> <li>○ fidelity of implementation data at all levels of the continuum.</li> </ul>	<p><u>Unwavering Focus on Student Growth:</u> <i>How are we ensuring that data team decisions center around the question “Are our actions actually improving student performance (outcomes)?”</i></p> <p><u>Whole Child/Whole School:</u> <i>How are we including both academic and behavior data and highlighting the interconnectedness of the two?</i></p>
	<p>2. The MTSS data system has one point of access to examine academic, behavioral and social-emotional data in an integrated manner.</p>	
	<p>3. Criteria or decision rules that determine a student’s movement between levels of intervention are determined. <sup>2</sup></p>	
	<p>4. Data systems at all levels consider all areas of functioning (i.e., behavior, social-emotional, reading, math, writing) each time data is analyzed within one area (i.e., behavior).</p>	
	<p>5. Following Intensive interventions, MTSS data are used in making decisions about Special Education classifications and for progress monitoring IEP goals. <sup>3</sup></p>	
	<p>6. All district and school action/improvement plans rely on multiple data points collected through the MTSS data system.</p>	

<p>Academic, behavioral and social-emotional data systems are culturally responsive.</p>	<ol style="list-style-type: none"> <li>1. The performance of “true peers”; (i.e., students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a culturally or linguistically diverse student is responding adequately to instruction or needs more intensive intervention.</li> <li>2. Criteria and decision rules are valid for a diverse student population and account for linguistic, cultural and socio-economic differences.</li> </ol>	
<p>Data systems and appropriate analysis are clearly communicated to all stakeholders while ensuring that personally identifiable information remains confidential.</p>	<ol style="list-style-type: none"> <li>1. District and school level leaders support implementation of data and problem-solving systems through policy statements.</li> <li>2. Leadership communicates the purpose and benefits of each type of data and of the problem-solving process to all stakeholders.</li> <li>3. Data analysis and decisions are provided to families in their preferred mode of communication.</li> <li>4. Data and problem-solving procedures are clearly defined and communicated in policy and procedure handbooks.</li> <li>5. Data are readily available, easily accessible and shared in graphic formats that are easily interpretable.</li> <li>6. Data are shared with various stakeholders on a regular basis.</li> </ol>	<p><i><u>Whole Child/Whole School:</u> How are we ensuring every adult in the school understands and can articulate how our data systems support student outcomes?</i></p>
<p>The necessary resources are allocated to ensure effective implementation of the data driven problem-solving process.</p>	<ol style="list-style-type: none"> <li>1. The master schedule allocates sufficient time for staff to engage in the problem-solving cycle; meeting dates/times are identified in school calendars prior to the beginning of each year.</li> <li>2. District and school level leaders support implementation of data systems and problem-solving through allocating time in the professional development calendar for training and coaching.</li> </ol>	

	<p>3. Teachers and appropriate staff are provided adequate professional development to understand and make informed decisions based on student outcome screening, progress monitoring and diagnostic data.</p>	
	<p>4. Staff are identified at each school and at the district level to monitor and support fidelity of implementation of data and problem-solving systems.</p>	
	<p>5. District and school level leaders provide time at Board, community, faculty and other meetings to share results, findings, and decisions with staff and wider community.</p>	
<p>Data entry and analysis systems are efficient and usable.</p>	<p>1. District and school level leaders allocate technological resources and expertise for meaningful analysis of the data.</p>	
	<p>2. Data systems allow for multiple users to enter data at each level.</p>	
	<p>3. Fidelity and student outcome data are available and reviewed at every meeting.</p>	
<p>Assessment tools at all levels are selected to support the collection of meaningful, valid and reliable data to drive instructional and systemic decision-making.</p>	<p>1. Tools are selected to measure student outcomes, and for screening, progress monitoring and diagnostic purposes that are psychometrically sound:<sup>4,5</sup></p> <ul style="list-style-type: none"> <li>○ Reliable (shown to be internally consistent and consistent across users)</li> <li>○ Valid (shown to measure what they say they measure and to predict to desired outcomes)</li> <li>○ Sensitive to change within the assessment intervals</li> <li>○ Normed on appropriate populations</li> </ul>	
	<p>2. Tools are selected to measure student outcomes, and for screening, progress monitoring and diagnostic purposes that are acceptable and practical:</p> <ul style="list-style-type: none"> <li>○ Socially Valid (acceptable to and valued by the school community)</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Useable (easy to learn and interpret)</li> <li>○ Efficient (requiring the least amount of time to collect the necessary data)</li> </ul>	
	<p>3. Districts and schools regularly evaluate assessment measures through analysis of results and through reviews of research.</p>	
	<p>4. Districts and schools document the rationale for each measure chosen to improve transparency and decision-making in the event of turnover within the team.</p>	
	<p>5. Team understands the context of the data within various norm groups (local, national) and relationship of data to other measures (e.g. correlations, predictive ability).</p>	

**Resources:**

1. McIntosh, K. & Goodman, S. (2016). Chapter 3: Integrating Data in Integrated multi-tiered systems of support: Blending RTI and PBIS. NY: Guilford Press.
2. McIntosh, K., Campbell, A. L., Carter, D. R., & Zumbo, B. D. (2009). Concurrent Validity of Office Discipline Referrals and Cut Points Used in Schoolwide Positive Behavior Support. *Behavioral Disorders*,34(2), 100-113.
3. Fletcher, J. M., Francis, D. J., Morris, R. D., & Lyon, G. R. (2005). Evidence-Based Assessment of Learning Disabilities in Children and Adolescents. *Journal of Clinical Child & Adolescent Psychology*,34(3), 506-522.
4. McIntosh, K., Massar, M. M., Algozzine, R. F., George, H. P., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2016). Technical Adequacy of the SWPBIS Tiered Fidelity Inventory. *Journal of Positive Behavior Interventions*,19(1), 3-13.
5. Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the “Benchmarks of Quality.” *Journal of Positive Behavior Interventions*, 9(4), 203-213.

<b>Data Driven Problem Solving (STUDENT OUTCOMES DATA)</b>	<b>Operationalized Descriptions</b>	<b>Considerations that must be addressed based on Values/Guiding Principles</b>
<p>Student academic, behavioral, and social emotional data are used to evaluate the effectiveness of district and school programs and to make decisions regarding program improvements.</p>	<p>1. School and district teams conduct summative evaluations annually to determine the effectiveness of the Universal (Tier 1) curriculum and instruction in achieving student outcome goals. <sup>1</sup></p>	
	<p>2. Teams use objective measures, such as reading levels, math levels, discipline referrals, suspension, attendance, and demographic data. <sup>1</sup></p>	
	<p>3. Student outcomes are analyzed at multiple levels (e.g., comparing school to school within a district; grade to grade; classroom to classroom) to identify patterns and areas of needed improvement.</p>	
	<p>4. Student outcomes are disaggregated for identifying and monitoring the extent of disproportionality in student outcomes. <sup>2</sup></p>	
	<p>5. Interventions available at each school are tracked, and student response rates within each intervention are tracked in order to make programmatic decisions.</p>	
	<p>6. District and school teams set annual goals for improved student outcomes that are measurable, ambitious and realistic, using summative evaluations for baseline data.</p>	
<p><b>Resources:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Integrating Academic and Behavior Supports Within an Rtl Framework, Part 2: Universal (Tier 1) Supports by Steve Goodman, Ph.D., Kent McIntosh, Ph.D., and Hank Bohanon, Ph.D.</a></li> <li>2. <a href="#">Boneshefski, M. J., &amp; Runge, T. J. (2014). Addressing disproportionate discipline practices within a School-Wide Positive Behavioral Interventions and Supports framework: A practical guide for calculating and using disproportionality rates.</a></li> </ol>		

<p><b>Data Driven Problem Solving (STUDENT SCREENING DATA)</b></p>	<p><b>Operationalized Descriptions</b></p>	<p><b>Considerations that must be addressed based on Values/Guiding Principles</b></p>
<p>Academic, behavioral and social-emotional screenings are conducted to evaluate the effectiveness of the Universal (Tier 1) curriculum and instruction and to identify students who would benefit from Supplemental (Tier 2) and/or Intensive (Tier 3) interventions.</p>	<p>1. District and school teams identify literacy, behavioral and social-emotional Universal (Tier 1) screening tools for identifying students for whom the Universal (Tier 1) supports are not effective, using criteria above for selection of assessment tools. <sup>1</sup></p>	<p><i><u>A whole child/whole school approach:</u> Are teams recognizing that student screening data reflects the complex combination of curriculum, instruction, and assessment?</i></p> <p><i><u>Proactive Problem-Solving Team:</u> How are teams ensuring that staff have adequate training, time and appropriate tools for a smooth assessment process throughout the year?</i></p>
	<p>2. Teams identify tools directly aligned to literacy, behavioral and social emotional outcomes; for literacy growth, progress monitoring tools include a combination of curriculum-based measures and informal measures (e.g., reading inventories, checklists, rubric, running records) to gauge progress and inform instruction, and for behavioral and social-emotional growth, progress monitoring tools include teacher rating forms, daily progress reports and self-monitoring data. <sup>1</sup></p>	
	<p>3. District and school teams establish a schedule for screening all students a minimum of three times per year.</p>	
	<p>4. School MTSS plans specify the logistics for conducting screenings, including who, what, where and when. <sup>1</sup></p>	
	<p>5. Grade-level teams meet after each screening to analyze results in order to determine intervention needs and allocate resources. <sup>2</sup></p>	
	<p>6. Grade level teams disaggregate screening data to assess whether continuum of instruction and intervention is equally effective for all student groups. <sup>3</sup></p>	

	<p>7. Grade level teams use established benchmarks and decision rules to inform decisions about individual students.</p>	
	<p>8. If less than 80 percent of all students are meeting benchmarks, a review of core curriculum is conducted.<sup>3</sup></p>	

**Resources:**

1. McIntosh, K. & Goodman, S. (2016). Chapter 3: Integrating Data in *Integrated multi-tiered systems of support: Blending RTI and PBIS*. NY: Guilford Press.
2. Kovaleski, J. F., & Pedersen, J. A. (2008). Best practices in data-analysis teaming. In A. Thomas and J. Grimes, (Eds.), *Best practices in school psychology V* (pp.115-129). Bethesda, MD: National Association of School Psychologists.
3. Ikeda, M., J., Neessen, E., & Witt, J. C. (2008). Best Practices in Universal (Tier 1) Screening. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 103-114). Bethesda, MD: National Association of School Psychologists.

<p><b>Data Driven Problem Solving (PROGRESS MONITORING DATA)</b></p>	<p><b>Operationalized Descriptions</b></p>	<p><b>Considerations that must be addressed based on Values/Guiding Principles</b></p>
<p>Academic, behavioral and social-emotional progress monitoring processes are used to assess the effectiveness of the Supplemental (Tier 2) and Intensive (Tier 3) interventions and to inform instructional decisions.</p>	<ol style="list-style-type: none"> <li>1. District and school teams identify literacy, behavioral and social-emotional progress monitoring tools to monitor individual student response to interventions; progress monitoring tools are similar to screening tools.<sup>1</sup></li> <li>2. Frequency of collection of progress monitoring data for each student is determined by student problem-solving team based on intervention and student need. The greater the concern about lack of progress, the more frequent the progress monitoring should be to allow for immediate changes to instruction.<sup>1</sup></li> </ol>	<p><i>A whole child/whole school approach: Are teams considering all areas of functioning (e.g., behavior, social-emotional, math, reading, writing, listening, speaking) each time they analyze progress monitoring data within one area (e.g., behavior)?</i></p>

	3. Data are graphed, evaluated in relation to a specific student performance goal, and used to inform instructional decisions. <sup>2</sup>	
	4. Instructional decisions may include: increasing the frequency or duration of the intervention; modifying the intervention; fading the intervention; or discontinuing the intervention.	
	5. The student problem-solving team documents and communicates decisions clearly to staff supporting the student and family members.	
	6. If progress monitoring data show that Supplemental (Tier 2) interventions are not effective for a student, the team determines whether additional diagnostic assessments need to be conducted. <sup>1</sup>	

**Resources:**

1. McIntosh, K. & Goodman, S. (2016). Chapter 3: Integrating Data in *Integrated multi-tiered systems of support: Blending RTI and PBIS*. NY: Guilford Press.

2. Hixson, Christ, & Bruni (2014). Best practices in the analysis of progress monitoring data decision making. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology* (pp. 343-354). Bethesda, MD: National Association of School Psychologists.

<b>Data Driven Problem Solving (DIAGNOSTIC ASSESSMENT DATA)</b>	<b>Operationalized Descriptions</b>	<b>Considerations that must be addressed based on Values/Guiding Principles</b>
Diagnostic assessments provide additional information on student’s skill levels and specific individual needs and motivators in order to develop individualized Intensive (Tier 3) interventions when	<ol style="list-style-type: none"> <li>1. The Student Problem-Solving team conducts a deeper analysis of screening and progress monitoring data to determine whether additional diagnostic assessments need to be conducted. <sup>1, 3</sup></li> <li>2. If needed, diagnostic assessment(s) are conducted to provide additional information on student’s current</li> </ol>	<i>Unwavering focus on student growth: Are teams examining both academic and behavior data concurrently to determine specific needs for Supplemental (Tier 2) intervention?</i>

Supplemental (Tier 2) supports have not been effective. <sup>1, 2, 3, 4</sup>	skill levels to pinpoint areas of skill deficit and target specific needs. <sup>1, 3, 4</sup>	<p><i>Full Access for ALL Students: Do we have a continuum of supports to support skill development?</i></p> <p><i>Unwavering focus on student growth: Is the student's current performance due to a "can't do" or "won't do" problem?</i></p>
	3. The Student Problem-Solving team examines this additional data on skill deficits/error patterns to identify trends and root causes as supplemental (Tier 2) interventions were ineffective and to inform individualized Intensive interventions. <sup>1, 2, 4</sup>	
	4. For diagnostic testing, the procedures utilized reduce potential bias and discrimination in the use of standardized tests. <sup>5</sup>	

**Resources:**

1. McIntosh, K. & Goodman, S. (2016). Chapter 3: Integrating Data in *Integrated multi-tiered systems of support: Blending RTI and PBIS*. NY: Guilford Press.
2. Metcalf, T. (n.d.). What's your plan? Accurate decision making within a multi-tier system of supports: Critical areas in tier 2. *RTI Action Network*. Retrieved from <http://www.rtinetwork.org/essential/tieredinstruction/tier2/whats-your-plan-accurate-decision-making-within-a-multi-tier-system-of-supports-critical-areas-in-tier-2>
3. Michigan Department of Education (MDE) Practice Profile for Multi-Tiered System of Support Version 4.5 (2018): [https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803\\_86454---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html)
4. Multi-Tiered System of Supports (MTSS) Implementation Components, Florida's MTSS [https://nysrti.org/files/webinars/strand\\_16/mtss\\_q\\_and\\_a5b15d.pdf](https://nysrti.org/files/webinars/strand_16/mtss_q_and_a5b15d.pdf)
5. Technical Assistance Center on Disproportionality TAC-D: School Readiness Exploration Tool (Leadership)

Data Driven Problem Solving (FIDELITY DATA)	Operationalized Descriptions	Considerations that must be addressed based on Values/Guiding Principles
The district and school leadership teams ensure that the district and school MTSS plans are implemented as intended.	<ol style="list-style-type: none"> <li>1. Fidelity of implementation of MTSS is measured at multiple levels within schools and the district.</li> <li>2. The district and school leadership teams regularly assess the extent to which systems are being implemented as specified in the MTSS plans, in the areas of:                             <ul style="list-style-type: none"> <li>○ Team Approach</li> <li>○ Leadership</li> <li>○ Engaged Stakeholders</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>○ Continuum of Instruction &amp; Interventions</li> <li>○ Data-Driven Problem Solving</li> </ul>	
	<p>3. District leaders establish a schedule for fidelity assessment completion for school and district coaches and ensure schedules are adhered to.</p>	
	<p>4. District and school leaders provide targeted support to schools that are not implementing the MTSS plan with fidelity (e.g., school/classroom walkthroughs, participating at PTA meetings, meeting with school union representatives, etc.)</p>	
<p>The school leadership and student problem-solving teams ensure that the continuum of instruction and intervention and the data-driven problem-solving processes are implemented as intended.</p>	<p>1. School level leaders ensure that the continuum of instruction and intervention are implemented as intended by incorporating effective implementation of Universal (Tier 1), Targeted and Intensive curriculum and support into teacher evaluation systems.</p>	
	<p>2. School Student Problem Solving teams check for fidelity of implementation of interventions on a monthly basis to ensure interventions are implemented using allotted time, methods and materials that are required for that intervention using tools like intervention checklists, videotaping, peer feedback, walk-throughs and coaching sessions.</p>	
	<p>3. School Leadership teams assess fidelity of implementation of the data-driven problem-solving process at least three times a year through a review of products, interviews and observations.</p>	
<p><b>Resources:</b>          McIntosh, K. &amp; Goodman, S. (2016). Chapter 3: Integrating Data in <i>Integrated multi-tiered systems of support: Blending RTI and PBIS</i>. NY: Guilford Press.</p>		

## SSIP Professional Development Model

**Purpose and Audience:** Model of professional development to be used by all SSIP stakeholders from State to local level.

### Beliefs:

1. We understand that professional development includes both training and coaching. Training is defined as presentation of experiences and materials to develop new knowledge and/or skills. Coaching is defined as on-site support needed to use new knowledge and/or skills under typical conditions. (Horner, 2016)
2. We believe that coaching is an extension of training meant to increase comfort, precision, fluency, and contextual adaptation of new skills, while maintaining integrity to the practice. (National Implementation Research Network (NIRN) Coaching Practice Profile, Version 1.2, 2017)

PLAN	
Core Components	Resources and Strategies
<p>I. Establish and build trust, rapport and respect with clients and stakeholders</p> <p>II. Use established selection criteria to identify qualified professional development providers and coaches.</p> <p>A. Attention should be paid to cultural, racial and linguistic diversity, as well as organizational roles represented.</p> <p>III. External Coaches and School-level Implementation Teams (SITs) will:</p> <p>A. Receive foundational training to develop an enabling, collaborative working context and consistent knowledge of critical content, skills, and implementation science.</p> <p>B. Conduct a Needs Assessment for building:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Philosophy/evidence behind EBP (the “WHY”)</li> <li><input type="checkbox"/> Critical components of EBP</li> <li><input type="checkbox"/> Components of equity and access for diverse student groups</li> <li><input type="checkbox"/> Assessment of the impact of the EBP</li> </ul> <p>C. Create an Individualized training plan, informed by the results of the needs assessment, which includes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of baseline data related to targeted student outcomes</li> <li><input type="checkbox"/> Measurable goals for student outcome(s) and adult instructional and systems practices</li> <li><input type="checkbox"/> Alignment with other initiatives and district plans</li> <li><input type="checkbox"/> Practice-based methods for teaching new knowledge and skills</li> <li><input type="checkbox"/> Framework for skill-based coaching following training to ensure skill development and application (identify who to reach out to for help and follow-up support)</li> <li><input type="checkbox"/> Method and schedule for assessing implementation, impact on practices and outcomes, and effectiveness of support provided</li> <li><input type="checkbox"/> Use of common professional development (PD),</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Framework for Crafting High-Quality Practice-Based PD</a></li> <li>2. <a href="#">NIRN Training Plan Template</a></li> <li>3. <a href="#">Coaching Service Delivery Plan Template</a></li> <li>4. <a href="#">NIRN Coaching System Development Worksheet</a></li> <li>5. <a href="#">NIRN Coaching Competency Profile Version 1.3</a></li> <li>6. <a href="#">NIRN Coaching Practice Profile Version 1.2</a></li> <li>7. <a href="#">NIRN Implementation Drivers - Best Practices for Coaching</a></li> </ol> <p><b>Need for Development:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Needs Assessment (perceptual assessment per SIDT)</li> </ul> <p><b>Practice-Based Methods for teaching new knowledge and skills:</b></p> <p><i>Note: Incorporate Lecture and Discussion activities to model skills and increase knowledge and understanding</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis/Break down the steps or components</li> <li><input type="checkbox"/> Video/written case studies (with analysis)</li> <li><input type="checkbox"/> Demonstration lessons</li> <li><input type="checkbox"/> Observation of peers</li> <li><input type="checkbox"/> Lesson review</li> <li><input type="checkbox"/> Think aloud</li> <li><input type="checkbox"/> Describe necessary materials</li> <li><input type="checkbox"/> Provide “real-life” examples of how it looks in the classroom</li> <li><input type="checkbox"/> Debrief and discuss the skills</li> <li><input type="checkbox"/> Collaborative planning time to determine action steps for implementation - including time or resources for additional PD</li> </ul>

coaching, fidelity, and impact measures/tools	
DO	
Core Components	Resources and Strategies
<p>I. Provide the training per plan as identified by needs assessment</p> <p>II. Complete NIRN Coaching Service Delivery Plan</p> <p style="margin-left: 20px;">A. Develop a timeframe for coaching and a format for measuring skill acquisition</p> <p style="margin-left: 20px;">B. Set measurable goals to ensure both adult and student outcomes are equitable</p> <p style="margin-left: 20px;">C. Measure coaching progress over time per the Woodruff Coaching Scale</p> <p>III. Engage participants in Embedded Coaching</p> <p style="margin-left: 20px;">D. Initial follow up within 2 weeks</p> <p style="margin-left: 20px;">E. Focus limited to 2-3 skills from training</p> <p style="margin-left: 20px;">F. Scaffold and use a gradual release model (I Do, We Do, You Do)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prompting- increase effectiveness of doing the skill</li> <li><input type="checkbox"/> Fluency - increase speed and comfort with the skill</li> <li><input type="checkbox"/> Performance Feedback - increase likelihood and precision of using the skill</li> <li><input type="checkbox"/> Adaptation - increase fit of the skill in the specific context</li> </ul> <p style="margin-left: 20px;">G. Data-driven Performance Feedback</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create continuous improvement goals and action plans to improve student learning.</li> <li><input type="checkbox"/> Evaluation and progress monitoring</li> <li><input type="checkbox"/> Provide verbal and/or written feedback</li> </ul> <p style="margin-left: 20px;">H. Individual and collaborative reflection on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence from use of new practice/skill</li> <li><input type="checkbox"/> Stages and levels of cultural competency development mode and frequency of additional support required to increase skill mastery and application</li> </ul> <p>IV. Assess implementation and impact according to schedule and methods from initial plan</p> <p>V. Follow communication protocols to ensure stakeholders are informed</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Coaching Service Delivery Plan Template</a></li> <li>2. <a href="#">Woodruff Coaching Scale</a></li> <li>3. <a href="#">Framework for Crafting High-Quality Practice-Based PD</a></li> </ol> <p><b>Practice-based methods for coaching newly acquired knowledge and skills:</b>  <i>Note: Incorporate demonstrations and behavioral rehearsals to increase skills and abilities</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Task Analysis/Break down the steps or components</li> <li><input type="checkbox"/> Video/written case studies (with analysis)</li> <li><input type="checkbox"/> Demonstration lessons</li> <li><input type="checkbox"/> Observation of peers</li> <li><input type="checkbox"/> Lesson review</li> <li><input type="checkbox"/> Think aloud</li> <li><input type="checkbox"/> Describe necessary materials</li> <li><input type="checkbox"/> Provide “real-life” examples of how it looks in the classroom</li> <li><input type="checkbox"/> Debrief and discuss the skills</li> <li><input type="checkbox"/> Collaborative planning time to determine action steps for implementation - including time or resources for additional PD</li> </ul> <p><b>Practice-based methods for data collection and evaluation of newly acquired skills:</b>  <i>Note: Methods of data collection and evaluation of skills may vary across individual sessions and may include one or more of the following during each session:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct observation</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Reports</li> <li><input type="checkbox"/> Reviews</li> <li><input type="checkbox"/> Consultation without direct observation</li> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> Participant portfolios</li> <li><input type="checkbox"/> Video or audio tapes (collection and review)</li> <li><input type="checkbox"/> Participant reflections (oral and/or written)</li> <li><input type="checkbox"/> Structured interviews with participants and their supervisors</li> <li><input type="checkbox"/> Questionnaires and self-assessment surveys</li> </ul> <p><b>Practice-based methods for providing feedback on skill application and adaptation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualized face-to-face session with coach</li> <li><input type="checkbox"/> Individualized written feedback using standard form</li> <li><input type="checkbox"/> Written or verbal group reflection</li> </ul>

	<input type="checkbox"/> Mentoring or collaboration with teachers (within and across grade levels, buildings, and district)
<b>STUDY</b>	
<b>Core Components</b>	<b>Resources and Strategies</b>
<p>I. Evaluation of Training</p> <p>A. Use SIDT-established common evaluation form (to be developed), that facilitates equitable outcomes for adults and students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to be conducted following each training experience</li> <li><input type="checkbox"/> that focuses on critical questions regarding quality, perception and next steps to drive future planning</li> </ul> <p>B. Collect and review teacher feedback on training</p> <p>II. Evaluation of Coaching</p> <p>C. Review measurable goals from coaching plan to ensure both adult and student outcomes are equitable</p> <p>D. Assess the tracking progress of coaching delivery using the Woodruff scale to indicate how many contract hours and the level of coaching have occurred and monitor coaching impact over time</p> <p>E. Collect and review teacher feedback on individual skill mastery</p> <p>F. Collect and review teacher feedback on coaching</p> <p>G. Coaching evaluation on the effectiveness of the coach and ability to model culturally responsive and equity-based approaches</p> <p>H. Evidence of Impact</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in student outcomes <ul style="list-style-type: none"> <li>• What has the impact been on student outcomes?</li> <li>• Who did/didn't make progress?</li> <li>• Why?</li> <li>• What will you do about it?</li> </ul> </li> <li><input type="checkbox"/> Changes in adult behavior</li> <li><input type="checkbox"/> Changes in instructional practice <ul style="list-style-type: none"> <li>• Have new practices been implemented? with fidelity?</li> </ul> </li> <li><input type="checkbox"/> Changes in systems <ul style="list-style-type: none"> <li>• What has the impact been on systems, procedures, policies and climate?</li> </ul> </li> </ul> <p>III. Ongoing analysis of coaching including:</p> <p>A. Frequency of collecting data</p> <p>B. Disaggregated data</p> <p>C. Discussing data</p> <p>D. Acting on data</p> <p>IV. What barriers have arisen and how can we plan to</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Coaching Service Delivery Plan Template</a></li> <li>2. <a href="#">Woodruff Coaching Scale</a></li> <li>3. <a href="#">NIRN Coaching Competency Profile Version 1.3</a></li> <li>4. <a href="#">State Personnel Development Grant (SPDG) Evidence-based PD Components Rubric</a></li> </ol> <p><b>Need for Development:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Standard Professional Development Evaluation Tool</i></li> <li><input type="checkbox"/> <i>Standard Coaching Evaluation Tool</i></li> </ul>

<p>solve them? A. Have the supports provided been effective?</p>	
<b>ACT</b>	
<b>Core Components</b>	<b>Resources and Strategies</b>
<p>I. Coaches and School Implementation Teams (SITs) will:  A. Identify what worked well and outline next steps for training and coaching, to extend staff fluency and capacity of skills:  <input type="checkbox"/> Evaluate mastery of skills among current staff cohort  <input type="checkbox"/> Identify acceptable modifications of skills for application and adaptation across settings  <input type="checkbox"/> Plan next steps for booster trainings and follow-up coaching needed, as evidenced by data</p> <p>II. Considerations for district feedback after implementation:  A. Does the district/building plan need to be adjusted? How?  B. Do support methods and/or strategies need to be adjusted?  C. Do you have enough data to know if the EBP is working?  D. Does the EBP need to be adjusted?  E. Is this segment of work "done" or does it need to continue?  F. Have additional needs arisen? How will they be addressed?  G. Is the administrative team aware of the outcomes and supportive of any intended next steps?</p> <p>III. Begin new plan, do, study, act cycle</p>	<p><i>Need for Development:</i>  <input type="checkbox"/> <i>Professional Development Checklist</i>  <a href="#"><u>Possible Example for High-Quality PD Checklists from Missouri</u></a></p>

**SSIP Leadership Institute  
Participant Survey Results Summary  
Multiple Choice Items 1 3**

*Prepared by Measurement Incorporated |9.4.18|*

The State Systemic Improvement Plan **SSIP Leadership Institute** is a Professional Learning and Networking Event provided to the stakeholders participating in the NYS SSIP, presented by the New York State Education Department (NYSED) and the SSIP Implementation Design Team (SIDT).  
**Location:** Manhattanville College in Purchase, NY  
**Date:** August 14 - 15, 2018

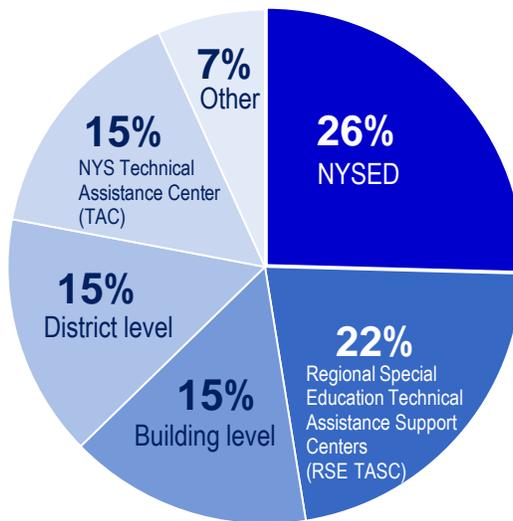
**Total Number (N) of Survey Participants: 60**

*Note: The response count varies per item; N values are provided in parentheses.*

**I. Participants**

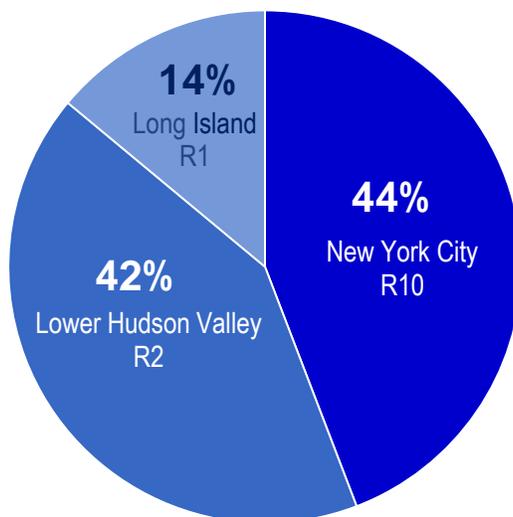
**Roles/Affiliations**

(N=59)



**Regional Affiliations (if applicable)**

(N=43)

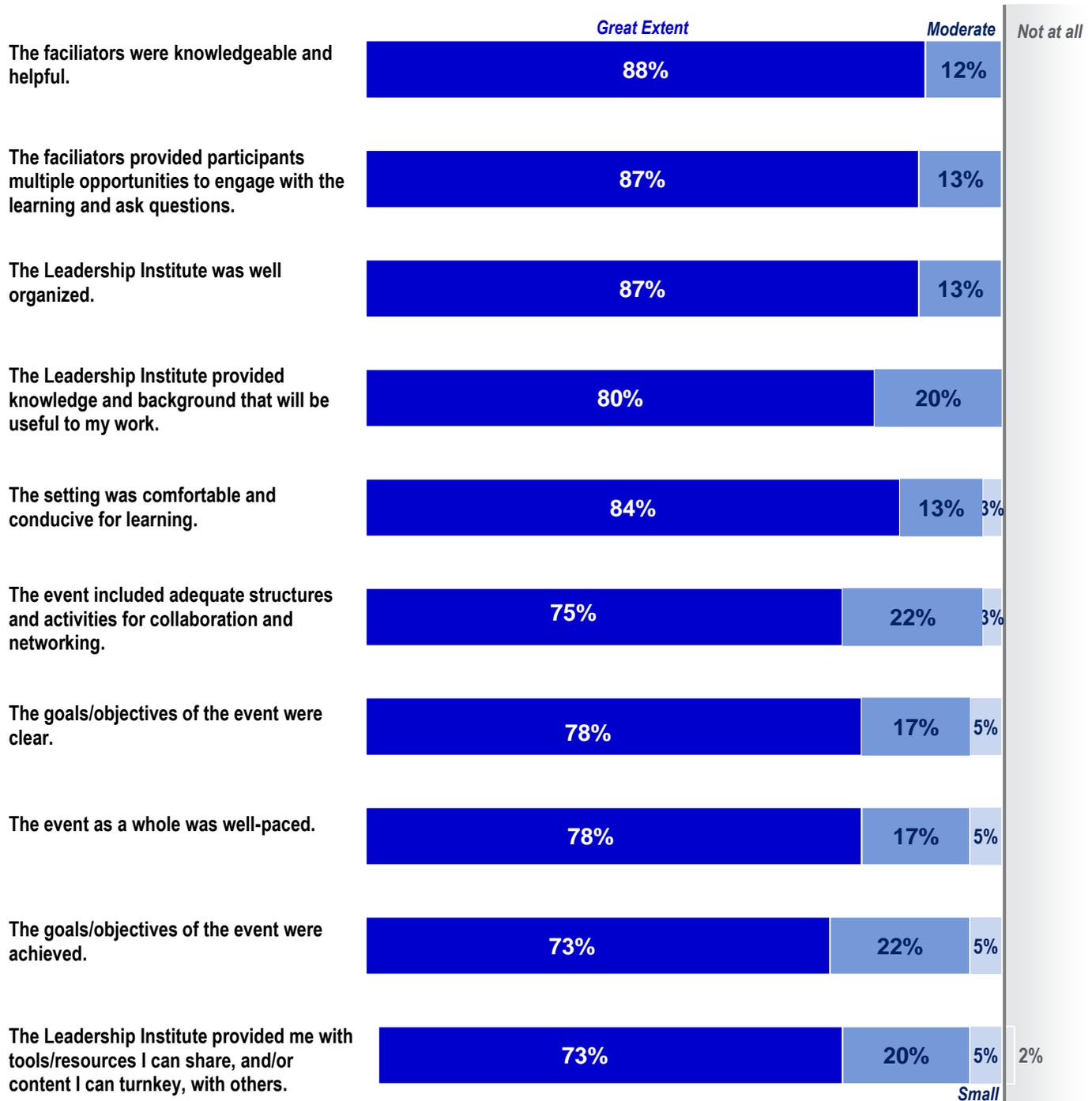


## II. Participants' Perceptions about the Event

Extent that participants felt the event demonstrated the following ten (10) **Qualities of Effective Professional Development**

*To a Great Extent, Moderate Extent, Small Extent or Not At All*

(N=58-60)



# SSIP Leadership Institute Participant Survey Results Summary Open ended Items 4 7

Prepared by Measurement Incorporated |9.17.18|

The State Systemic Improvement Plan **SSIP Leadership Institute** is a Professional Learning and Networking Event provided to the stakeholders participating in the NYS SSIP, presented by the New York State Education Department (NYSED) and the SSIP Implementation Design Team (SIDT).  
**Location:** Manhattanville College in Purchase, NY  
**Date:** August 14- 15, 2018

**Total Number (N) of Survey Participants: 60**

*Note: The following represent the most common responses.*

## 4. What was the most valuable thing you learned at the Leadership Institute?

### 4.1 *Participants saw the connection between the MTSS Model and its impact on students.*

MTSS for every student.

Academic and behavioral supports are to be looked at together for the betterment of the students.

MTSS is for all students.

MTSS is an intervention to improve student achievement for ALL students by providing flexible levels of support to give students what they need when they need it.

Student focused/centered and the essential ingredients to implement MTSS framework, essential elements may vary to meet the needs of every student.

Plan Do Study Act (PDSA): students can't benefit from evidence-based practices that they don't receive.

### 4.2 *Participants appreciated that the MTSS Model involves systems and practice level change.*

The importance of integrating a MTSS into our teacher practice (school wide).

How to integrate a multi-tiered system into our school-wide teacher action plan.

Concise explanations of MTSS, Response to Intervention (RTI), and Positive Behavioral Intervention and Supports (PBIS) to share with building leaders and faculty.

Usable Innovation!

The MTSS process.

Focusing on the essential components. Tiers refer to services not students.

More about MTSS and SSIP. What schools have in place.

### 4.3 *Participants learned about the core components of MTSS and appreciated the shared resources.*

SSIP = MTSS and English Language Arts (ELA).

Core components of MTSS – the difference between what is necessary vs. extras.

Liked the pyramid graphic divided by curriculum, instruction, assessment and the videos/cookie analogy.

Tier levels, chocolate chip cookie example.

Core components, idea of transformation zone/implementation science.

MTSS model document

The self-assessment tool and the multi-tiered system of support model document.

Learning about the SSIP initiative and receiving the materials/resources.

PDSA cycle very clear now. MTSS pyramid with sample students was VERY helpful. WHY/Michael Jr. video great. Every Student Succeeds Act (ESSA) meets IDEA!

Some tools and resources to use.

The guidance document was very informative and comprehensive.

Core component checklist and the MTSS guidance document.

There was a lot of valuable information and many reminders from PBIS training.

### 4.4 *Participants appreciated the creation of an SSIP Network Improvement Community to share experiences and learning.*

Key components of MTSS. Network of support.

What is working and/or initiatives in various districts. Networking with stakeholders.

Information about the districts participating.

I really enjoyed having the ability to network with schools and discuss how to offer support.

All the information was valuable especially the chart information on each school.

The core of the initiative and meeting other districts.

Building the relationships with our SSIP schools.

Learning from other districts.

Meeting with like minded individuals.

One of the most valuable pieces from the Leadership Institute would be learning about the practices of SSIP schools such as peer-to-peer feedback (actionable).

Team work makes the dream work!

Sharing of strength-based selection and sharing of practices from schools.

Talking in small groups.

How schools were selected and why.

Bringing districts into meeting so they can see the level of support in one room and feel accessed by state. Also framed in positive mindset was appreciated.

#### **4.5 *Participants appreciated that MTSS was an important part of NYSED's vision and that there is State level support for the initiative.***

How MTSS model is relevant to all of the work (with districts and schools) that NYSED does.

NYSED Office of Special Education (OSE) leadership is saying that they support the SSIP and believe in MTSS and this, outcome-driven as opposed to compliance-driven, work.

MTSS is a valued initiative of NYSED, and will be the focus of much upcoming work in the long term.

We at NYSED are pushing similar initiatives but not collaborating on how to work together to maximize impact on local education agencies (LEA's) and students.

My take away was actualizing all of the work.

Teaming structures at the school, Regional Integrated Implementation Team (RIIT), and State levels.

### **What topic(s) covered at the Leadership Institute would you like to learn more about?**

#### **5.1 *Participants wanted to learn more about how sites will be supported with initial implementation, teaming, and integrating the MTSS Model at the system-level.***

Steps for initial implementation, what will it look like long term, what will it look like after 2 years is "up"?

Concrete steps/measures toward implementation.

NYS model: operationalizing the components.

Process/timelines/structures of support for schools.

How will NYSED incorporate and model MTSS in our department?

More time for next steps.

District best practices.

How we will be supported?

I would like to spend some more time with the MTSS model booklet/framework.

What is the vision of having business faith-based folks as part of the stakeholder team?

Teaming.

## **5.2 Participants wanted to learn more about the SSIP Network Improvement Community and what type of professional development (PD) and technical assistance (TA) will be offered.**

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Network improvement communities with SSIP schools.

Best practices in other districts.

I think this workshop should be done as a series, so part 1 was intro and foundation.... Part 2, come back after a few months to discuss what has been done/studied. Then, after a few more months (end of school year) come back and look at, act and plan again. Share actions, changes.

Learn examples of actual implementation of future work. Sharing experiences with other colleagues.

Culturally responsive and inclusive PD and TA.

Usable innovations-what is new/different for these schools compared to non SSIP schools?

## **5.3 Participants wanted to learn more about practice-level implementation strategies, and guidance and support for integrating academic, behavioral, and culturally-responsive interventions.**

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Culturally responsive practices/validity for diversity/removing implicit bias. Implementation with fidelity – checks and balances. Evidence based resources to share, i.e., websites

Culturally responsible and sustaining practices.

What specific practices look like within the 3 tiers of support.

Interventions and assessment.

Interconnectedness between academics and behaviors.

PBIS - behavior interventions at the 3 tiers.

Actual Tier 2 and 3 in reading, Math, PBIS and program methodologies.

Progress monitoring assessment.

How is the data going to be collected and what supports will individual teachers receive?

The idea of the useable innovation piece and how it impacts attitudes about beliefs of educators.

How to work with Tier 1 and 2 students.

Improving ELA for students classified LD.

Literacy within MTSS (a lot of behavior).

Coordinating the combining of academic and behavioral tiered interventions.

Evidence-based practices (EBPs) and student outcomes (as result of EBPs).

Effective Tier 2 and 3 supports/meeting schedules (Rtl) examples.

#### 5.4 *Participants wanted to learn more about the MTSS Building-level Self-Assessment and other data collection practices.*

Self-assessment document – organization, priority of criteria within items, clarity in language throughout the document.

Looking more through the draft of the program evaluation tool.

A separate information session just on data collection.

Assessment, data collection.

PDSA practice profile, "student problem solving," assessments forms?

Self-assessment tools schools need to complete.

### 6. **What is one of the biggest challenges you see in the year ahead when you think about implementing the SSIP MTSS?**

#### 6.1 *Some participants felt that the biggest challenge would be to get commitment from leaders and teachers to implement practices with fidelity, including collecting data.*

Buy-in and implementing to fidelity.

Teachers' willingness to change practices.

Taking dense plan and scaffolding it for buy in and implementation by leaders and teachers.

Keeping stronger and effective leaders engaged and committed.

Buy in from districts.

Getting everyone "on the same page." Changing adult behavior is sometimes the most difficult.

Having schools commit to the practices and use them with consistency and fidelity.

Collecting data

Adhering to implementation science, fidelity of implementation of features, understanding of core values of PBIS/ Social-Emotional Learning (SEL), collection/use of integrated data.

#### 6.2 *Some participants felt that the biggest challenge would be system-level change: building capacity, aligning initiatives and creating effective, hospitable environment for implementation.*

If we're asking schools to change their practices and systems then we need to do the same, throughout the transformation zone. Ensure stakeholder engagement and communication.

Aligning the processes throughout the State. Ongoing collaborative communication.

Emphasizing that each piece of work fits into a larger system designed to create positive change in the school.

Getting the transformational mindset.

Resources and PD to support schools with processes and made informed decisions about resources and aligned to needs of schools.

Creating systems for behavior/SEL.

Competing initiatives.

Coordinating the combining of academic and behavioral tiered interventions.

A challenge with the work is building the system and sustaining the system.

Building capacity with principals, assistant principals and teacher leaders.

Resources/time/money/support.

Developing communication protocols.

Creating the time and regional structures for schools/districts to engage in sharing efforts and outcomes.

Engagement of all stakeholders-- particularly families and community.

I don't see a lot of challenges if we are supported and reflective.

Understanding how it will unfold, and how NYSED regional office staff will support the schools.

### 6.3 *Some participants felt that the biggest challenge would be time and scheduling considerations.*

Time/scheduling.

I don't know what happens after teams are created... What next?

Time, buy in.

Time challenges/scheduling of all stakeholders.

Time needed for meetings etc.

Understanding our role and time commitment.

Coordination of meeting schedules at school and with all team members.

Time to monitor effectively. Communication

TIME, but believe it's possible!!

Time and scheduling of all shareholders, commitment to schedules ...communication and coordination between teams.

The scope of the work and time commitment to meet SSIP goals within 2 years.

## 7. What is one of the biggest opportunities you see in the work of implementing the SSIP MTSS?

### 7.1 *Many participants felt that the biggest opportunity would be to improve supports and outcomes for students.*

Implementation, district-wide throughout NY, will result in positive educational change for every student!

Improving the lives of students with disabilities! Establishing sustainable systems that ensure.

Working to develop a "system" from the beginning that can assist students, especially those students with disabilities, to realize the potential and create successes within their lives.

Improving outcomes for students at sites that have been chosen to participate.

Improvement in student outcomes, using framework in the future for all students.

Improving outcomes for all students and students with disability. Building a consistent effective model of MTSS that is practical, do-able and effective.

Improve student achievement and have a significant impact (hopefully) on their success.

The biggest opportunities lie in implementing MTSS that will impact students. Thank you to all the presenters and organizers.

Improving outcomes significantly.

Making a difference, helping students achieve.

Student Achievement.

### 7.2 *Many participants felt that the biggest opportunity would be to engage in collaborative learning within the SSIP Transformation Zone and the SSIP Network Improvement Community.*

Working with stakeholders from NYSED, regions and schools.

Collaboration, mutual goals.

Collaboration with schools/constituents around this work. Thanks!

The opportunity to tweak/adjust and not discard. Learning of the successes of schools.

Getting building teams working together to build MTSS.

Learning from successful programs and practices, ability to have additional expert resources.

Having schools and districts working together in communities to drive the work.

Sharing ideas with other schools. Will there be a listserv created?

Real, meaningful collaborative teamwork with significant impact on improving all student outcomes.

Interaction and discussion with colleagues from different teams from across the State.

Working with engaged individuals with a center on student and school support.

Sharing these resources and practices district wide and not just monitoring the SSIP schools.

Looking forward to more information about the usable innovations the workgroup is developing.

Increase in professional knowledge.

### **7.3 *Many participants felt that the biggest opportunity would improve system-level structures, functionality, and supports.***

MTSS could be the bridge to blend/break silo-ed categories (general education, students with disabilities, ENL, etc.) So that we help EVERY child.

Helping educators to realize that addressing the needs of the whole child including social-emotional needs is critical. Development of improved structure to serve students.

Developing a functioning system that benefits all students.

A solid, systematic, predictable response to behaviors or academic struggles.

Clarifying staff responsibilities for implementing Tier 1, school-wide activities. Establishing standards/expectations/methodologies for teaching students with LD effectively.

Integration of literacy, behavior SEL, etc., focus on all/every student.

More support and direct communication with NYSED.

Model for success/potential for other schools.

Working with school and district, as well as network, personnel to improve student outcomes.

Having structures for practices in place and validating the work our school has been doing.

# NYSED SSIP School-Level MTSS Self-Assessment

## DESCRIPTION

The dual purpose of this instrument is to: (1) schools develop action plans and monitor implementation progress, and (2) collect summative data for MTSS evaluation purposes. (This is not a Special Education Quality Assurance compliance tool)

## ORGANIZATION and SCORING

There are five **Core Components** of the New York State Education Department (NYSED) State Systemic Improvement Plan (SSIP) Multi-Tiered System of Support (MTSS) Team Approach, Leadership Support, Engaged Stakeholders, Continuum of Instruction and Intervention, and Data-Driven Problem Solving. In turn, each Core Component has been broken into sub-components, termed **Defining Features**. The Defining Features are the items that the School-based MTSS Leadership Team will score to measure/assess the school's current level of MTSS implementation. For each Defining Feature, there are specific "look-fors" or criteria that represent the "gold standard" for full implementation of MTSS. Team members should expect that these **Criteria to Achieve the Gold Standard** will be the targets for steady growth over time.

Teams will consider each **Defining Feature** and discuss its **Criteria** to reach consensus on the percentage of criteria the school currently has in place. Then, the Team should record the score for the **Defining Feature** in the green box using the following scale:

- 3 – all criteria are currently in place (If this is the score for a given Defining Feature, briefly note sources of evidence in the space provided.)
- 2 – 50% to 99% of criteria are currently in place
- 1 – 1% to 49% of criteria are currently in place
- 0 – no criteria are currently in place.

These scores will be summarized in the table at the end of the document to assist with developing the school's MTSS Action Plan.

## INSTRUCTIONS FOR USE

The assigned Regional Integrated Implementation Team (RIIT) member facilitates a discussion with the School-based MTSS Leadership Team assisting them in completion of the assessment. This discussion will build a shared understanding about the purpose, procedure for completion, and ways to interpret and use results from the instrument.

### **Guidelines for Completion:**

1. **Who completes the MTSS Self-Assessment?** *The School-based MTSS Leadership Team responsible for leading the MTSS initiative will complete the Self-Assessment, with assistance from the assigned RIIT member.*
2. **When is the MTSS Self-Assessment to be administered?** *The Team should complete it at the beginning and end of each academic year.*
3. **What is the protocol used to complete the MTSS Self-Assessment?** *Individual team members will review the self-assessment tool, in advance of the MTSS School-based Leadership Team meeting. The full Team will then convene to share responses, discuss supporting evidence, and work to reach consensus on the final score for each Defining Feature.*

### **Guidance for Summarizing, Communicating, and Using Results**

4. **Recommended format for presenting results:** *Scores should be aggregated by Core Components and Defining Features should be visualized in graphic format.*
5. **Recommended communication and reporting pathway:** *Summarized results should be provided to central administration, School-based MTSS Leadership Team members, and the assigned RIIT member.*

<b>District:</b>	<b>School(s):</b>
<b>Individuals Involved in Development:</b>	

<b>Core Component: (I) Team Approach</b> <i>[NYSE D SSIP MTSS Model, pp. 8 - 11]</i>						
<b>Defining Feature</b>		<b>Criteria to Achieve the Gold Standard</b>				
<b>A</b>	<p>Multi-disciplinary team(s) have been established to maintain on-going systems that ensure effective implementation of school-wide MTSS.</p> <p><i>[NYSE D SSIP MTSS Model, pp. 8 – 9]</i></p>	<b>Team Functions</b>				
		<b>1</b>	School based team(s) serve at least two distinct functions: <ul style="list-style-type: none"> <li>Student problem-solving; i.e., reviewing student data and making decisions about tiered interventions for at-risk students, which meets at least monthly; and</li> <li>Program evaluation; i.e., establishing, evaluating and maintaining school-wide MTSS systems, which meets at least twice a year.</li> </ul>			
		<b>Team Membership</b>				
		<b>2</b>	The Student Problem Solving Team includes: <ul style="list-style-type: none"> <li>Grade-level team representatives that include general education teachers, special education teachers and interventionists; and</li> <li>Specialists with expertise in behavior, social-emotional and academic supports</li> </ul>			
		<b>3</b>	The school-based MTSS Leadership Team represents all stakeholders, including <ul style="list-style-type: none"> <li>Principal</li> <li>General and special education representatives</li> <li>Specialists with expertise in behavior, social-emotional, and academic supports</li> <li>Classroom aide/assistant</li> <li>Family representative</li> </ul>			
		<b>Meeting Structures and Processes</b>				
		<b>4</b>	Team discussions are driven by student data, which is disaggregated by race, culture, language, IEP status, and social identity to look at outcomes for student groups.			
		<b>5</b>	The MTSS Leadership Team identifies and adopts evidence-based universal screening and progress monitoring tools in all academic, social-emotional, and behavioral domains			
<b>6</b>	The school-level team regularly communicates with the district level team using established communication protocols.					
<b>7</b>	The building team establishes two-way communication protocols to engage building faculty in developing, implementing, assessing and revising the annual action plan, including shared analysis of data at least three times a year.					
<b>Scoring for Defining Feature</b>		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

Core Component: (I) Team Approach [NYSEd SSIP MTSS Model, pp. 8 – 11]						
Defining Feature		Criteria to Achieve Gold Standard				
<b>B</b>	District and school teams use a formal, consistent problem-solving process to monitor the impact of MTSS and to identify needs for adjustment.  [NYSEd SSIP MTSS Model, pp. 10 – 11]	<b>Problem-Solving Process</b>				
		<b>8</b>	Teams use a formal, four-step problem-solving process (problem identification, problem analysis, plan implementation, and plan evaluation) to conduct continuous improvement cycles.			
		<b>9</b>	Data used in the problem-solving process are printed, analyzed and put into graph format or other easy to understand format monthly.			
		<b>10</b>	Plans include evidence-based and research-based strategies.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

Core Component: (II) Leadership Support [NYSEd SSIP MTSS Model, pp. 12 – 14]						
Defining Feature		Criteria to Achieve Gold Standard				
<b>A</b>	Comprehensive school plans are developed by a representative team of stakeholders with clearly delineated accountability and responsibilities.  [NYSEd SSIP MTSS Model, p. 12]	<b>Building MTSS Plan</b>				
		<b>11</b>	The MTSS plan includes: <ul style="list-style-type: none"> <li>o a clear sequence of steps, activities, stakeholders, timelines, resources, and implementation benchmarks</li> <li>o identified activities that are evidence-based, and data show they are needed</li> <li>o family and community partnering practices across tiers (i.e., addresses need of every student).</li> </ul>			
		<b>12</b>	Building leadership reviews current and new priorities and initiatives and actively braid or blend those priorities and initiatives into the MTSS plan.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

Core Component (II) Leadership Support [NYSED SSIP MTSS Model, pp. 12 - 14]						
Defining Feature		Criteria to Achieve Gold Standard				
<b>B</b>	Building leaders actively participate in and publicly articulate commitment to the plan.  [NYSED SSIP MTSS Model, p. 13]	<b>Building Leadership regarding MTSS Plan</b>				
		<b>13</b>	Building leaders access the perspectives of various stakeholders in multiple ways (e.g., surveys, focus groups, interviews, community forums, Parent Teacher Association meetings, parent-teacher conferences, student council, and staff meetings).			
		<b>14</b>	Building leaders publicly present the MTSS plan, and feedback is solicited from multiple audiences (e.g., Board of Education, executive leadership, school staff, families, and community members).			
		<b>15</b>	Disaggregated district-wide data (e.g. race, gender, individualized education program (IEP), English as a New Language) are reported regularly to various stakeholders (e.g. Board of Education, school staff, and families).			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

Core Component: (III) Engaged Stake holders [NYSED SSIP MTSS Model, pp. 15 - 18]						
Defining Feature		Criteria to Achieve Gold Standard				
<b>A</b>	Family and community engagement are established and maintained in a meaningful and culturally respectful way that is responsive to students and families at all tiers of the continuum.  [NYSED SSIP MTSS Model, pp. 15 – 16]	<b>Family and Community Engagement</b>				
		<b>16</b>	The school MTSS plan is collaboratively developed by stakeholders, including educators and family and community members.			
		<b>17</b>	The MTSS plan is presented publicly and promoted in multiple formats, (e.g., presentation, video, web-based platforms) and in language and modalities that meet the needs of family and community stakeholders.			
		<b>18</b>	The MTSS plan includes a goal of family and community stakeholder engagement as a priority that lays out systemic processes for building their capacity to support implementation and provide feedback.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

**Core Component: (IV) Continuum of Instruction & Intervention (SYSTEMS)**

[NYSED SSIP MTSS Model, pp. 19-25]

Defining Feature		Criteria to Achieve Gold Standard				
A	The school ensures the belief systems, scheduling and resources necessary to implement the school-wide MTSS plan are established.  [NYSED SSIP MTSS Model, p. 19]	<b>Scheduling and Staffing</b>				
		26	The master schedule allocates sufficient time to teach core curriculum (including academic, behavior and social-emotional) and for staff to engage in the problem-solving cycles.			
		27	The master schedule ensures that core literacy instruction is provided daily for 90 minutes.			
		28	Staff, including instructional coaches, are assigned in ways that support implementation of the school-wide MTSS plan.			
		29	School personnel implement strategies for neutralizing implicit bias in instruction and discipline decisions.			
		30	Student progress at Supplemental (Tier 2) and Intensive (Tier 3) levels of interventions (i.e. academic and behavioral data) is included and considered in all referrals for Special Education services.			
Scoring for Defining Feature		3	IF Score of 3: Provide EVIDENCE / DATA SOURCES	2	1	0
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

**Core Component: (IV) Continuum of Instruction & Intervention (SYSTEMS)**

[NYSESED SSIP MTSS Model, pp. 19-25]

Defining Feature		(Criteria to Achieve Gold Standard)				
<b>B</b>	The school identifies and implements Universal (Tier 1) literacy, behavioral and social-emotional curricula that have been shown to be effective and that incorporate students' culture, views, and experiences.  [NYSESED SSIP MTSS Model, p. 20]	<b>Universal (Tier 1)</b>				
		<b>31</b>	The core reading program is aligned with New York State English Language Arts (ELA) standards and grade level expectations.			
		<b>32</b>	The core reading program is research-based for the population of learners with whom it is being used, including students whose native language is not English.			
		<b>33</b>	The core reading program addresses the essential components of reading instruction including decoding/word study/morphology, fluency, vocabulary, and comprehension.			
		<b>34</b>	The core reading program includes direct and explicit comprehension strategy instruction for both narrative and expository text.			
		<b>35</b>	The core writing program includes explicit strategy instruction in writing.			
		<b>36</b>	Teachers ensure that students are routinely reading text that reflect diverse social and cultural identities.			
		<b>37</b>	Teachers explicitly teach self-regulatory, linguistic, and social skills that promote learning (e.g., considering others' viewpoints, respectful communication, monitoring progress).			
		<b>38</b>	Staff define a small set (3-5) of positive, school-wide behavior expectations for students.			
		<b>39</b>	Behavioral expectations are developed collaboratively with students, families, and community members, and are congruent with student and family cultural values.			
Scoring for Defining Feature		<b>3</b>	IF Score of 3: Provide EVIDENCE / DATA SOURCES	<b>2</b>	<b>1</b>	<b>0</b>
		Check if all criteria are in place		Check if 50-99% of criteria are in place.	Check if 1 - 49% of criteria are in place.	Check if no criteria are in place.

**Core Component: (IV) Continuum of Instruction & Intervention**

*[NYSESED SSIP MTSS Model, pp. 19 25]*

Defining Feature		Criteria to Achieve Gold Standard				
<b>C</b>	The school identifies and implements Universal (Tier 1) lesson design & instructional delivery practices that have been shown to be effective and that incorporate students' culture, views, and experiences.  <i>[NYSESED SSIP MTSS Model, p. 21]</i>	<b>Universal (Tier 1) Instructional Planning and Delivery</b>				
		<b>40</b>	Teachers have received professional development (training and coaching) in the lesson planning and instructional practices of explicit direct instruction, universal design for learning (UDL) and specially designed instruction.			
		<b>41.</b>	Core reading instruction is systematic and explicit.			
		<b>42</b>	Teaching of school-wide behavior expectations is systematic and explicit, and occurs across environments including classroom, halls, bathrooms and other spaces. Staff and students are able to communicate school-wide behavioral expectations.			
		<b>43</b>	School develops a system to ensure all adults acknowledge appropriate student behavior, effort and performance, and provide explicit feedback on inappropriate or incorrect behavior and performance.			
		<b>44</b>	Teachers are provided with resources (time, professional development, and curricula materials) to collaboratively plan lessons.			
		<b>45</b>	Teachers administer formative assessments frequently (daily or weekly) to evaluate effectiveness of academic, behavioral and social-emotional instruction and supports.			
Scoring for Defining Feature		<b>3</b>	IF Score of 3: Provide EVIDENCE / DATA SOURCES	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (IV) Continuum of instruction & Intervention**  
**[NYS SSIP MTSS Model, pp. 19 - 25]**

Defining Feature		Defining Feature				
<b>D</b> The school identifies and implements Supplemental (Tier 2) small group literacy and social-emotional interventions that have been shown to be effective and are supplemental to the identified needs of students for whom Universal (Tier 1) has not been effective. Supplemental (Tier 2) interventions are designed to ensure success in Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.  <i>[NYS SSIP MTSS Model, pp. 22 – 23]</i>	<b>Supplemental (Tier 2) Interventions</b>					
	<b>46</b>	The student problem-solving team(s) use consistent criteria to determine students who would benefit from Supplemental (Tier 2) supports. Supplemental (Tier 2) is implemented as soon as the student’s need for additional support is determined.				
	<b>47</b>	Supplemental (Tier 2) interventions and supports are valid for a diverse student population; account for linguistic, cultural, and socio-economic differences; and are revised as needed based on program efficacy and changing student needs.				
	<b>48</b>	Supplemental (Tier 2) interventions and supports are consistent with core instruction in terms of expectations, vocabulary, and strategies.				
	<b>Delivery of Supplemental (Tier 2)</b>					
	<b>49</b>	The master schedule allows for Supplemental (Tier 2) small group instruction to be provided in addition to core instruction, not in place of or during Universal (Tier 1) instruction. For literacy, Supplemental (Tier 2) instructional time consists of at least 20-30 minutes per session, 3-4 times per week, in addition to the 90 minutes of Universal (Tier 1) literacy intervention.				
	<b>50</b>	Supplemental (Tier 2) interventions are provided by staff who have been trained in research-based academic, social–emotional, and/or behavioral interventions that supplement Universal (Tier 1) and match identified student needs.				
	<b>51</b>	Adapted intervention protocols are documented and communicated to assigned staff so that they are implemented with fidelity.				
	<b>52</b>	Supplemental (Tier 2) interventions are delivered in small groups (3- 6 students per group) in addition to the identified shared needs of the students in the group.				
	Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>
<i>Check if all criteria are in place</i>			<i>Check if 50-99% of criteria are in place.</i>		<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (IV) Continuum of Instruction & Intervention**  
**[NYS SSIP MTSS Model, pp. 19 25]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>E</b> The school identifies and implements Intensive (Tier 3) literacy and social-emotional interventions that have been shown to be effective and are more intensive for the identified needs of students for whom Supplemental (Tier 2) has not been effective. Intensive (Tier 3) interventions are designed to ensure success in the Universal (Tier 1) curriculum, are implemented with fidelity, and are evaluated and revised to meet identified student needs.  [NYS SSIP MTSS Model, pp. 24 – 25]	<b>Intensive (Tier 3) Interventions</b>					
	<b>53</b>	The student problem-solving team(s) use consistent criteria to determine students who have not responded to Universal (Tier 1) curriculum and instruction even with Supplemental (Tier 2) supports and who will receive Intensive (Tier 3) supports.				
	<b>54</b>	Intensive (Tier 3) interventions and supports are consistent with Universal (Tier 1) curricular expectations but are delivered using specially designed instruction targeted to individual student needs.				
	<b>55</b>	Intensive (Tier 3) interventions and supports are valid for a diverse student population; account for linguistic, cultural, and socio-economic differences; and are revised as needed based on program efficacy and changing student needs.				
	<b>56</b>	Intensive (Tier 3) interventions are revised as needed based on program efficacy and changing student needs.				
	<b>Delivery of Intensive (Tier 3)</b>					
	<b>57</b>	Intensive (Tier 3) interventions are in addition to and not in place of Universal (Tier 1) instruction.				
	<b>58</b>	Intensive (Tier 3) interventions are provided by staff who have been trained in research-based academic, social-emotional, and/or behavioral intensive interventions that match individual student needs.				
	<b>59</b>	Specially designed or adapted instructional protocols are documented and communicated to staff so that they are implemented with fidelity.				
	Scoring for Defining Feature	<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>		<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>	

**Core Component: (IV) Continuum of Instruction & Intervention**  
**[NYSED SSIP MTSS Model, pp. 26 35]**

Defining Feature		Criteria to Achieve Gold Standard					
<b>F</b> The school has a system in place for identifying when curriculum and instruction at each tier are not adequately meeting the academic, social-emotional, and behavioral needs of every student.  [NYSED SSIP MTSS Model, pp. 21, 23, and 25]	<b>Evaluation of Universal (Tier 1), Supplemental (Tier 2), and Intensive (Tier 3) Interventions</b>						
	<b>60</b>	The school assesses the Universal (Tier 1) academic, behavioral and social-emotional instruction at least 3 times a year to ensure it is effective for at least 80% of school's student population					
	<b>61</b>	If less than 80% of all students are meeting benchmarks, the core curriculum is reviewed with the intention of modifying instruction to match student need.					
	<b>62</b>	The impact of Supplemental (Tier 2) instruction results in approximately 70% or more of the students receiving Supplemental (Tier 2) interventions achieving grade-level expectations or making significant growth.					
	<b>63</b>	If less than 70% of the students receiving Supplemental (Tier 2) interventions are achieving expectations, a review of the interventions is conducted with the intention of modifying intervention to match student need.					
	<b>64</b>	The school assesses the impact of Intensive (Tier 3) academic and social-emotional intervention for each student receiving such intervention. If a student's goals are not achieved, a review of the interventions is conducted with the intention of modifying intervention to match student need.					
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>		<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>			<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 11 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving (SYSTEMS)**  
**[NYSED SSIP MTSS Model, pp. 26 - 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>A</b> Academic, behavioral, and social-emotional data systems are integrated, aligned, culturally responsive, and efficient.  <i>[NYSED SSIP MTSS Model, pp. 26 - 27]</i>	<b>Comprehensive Data Systems</b>					
	<b>65</b>	An integrated MTSS data system is in place to collect and analyze five types of data aligned to the continuum of instruction and interventions: <ul style="list-style-type: none"> <li>○ student outcome data at the Universal (Tier 1) level</li> <li>○ student screening data at the Universal (Tier 1) level</li> <li>○ individual student progress monitoring data at Supplemental (Tier 2) and Intensive (Tier 3) levels</li> <li>○ individual student diagnostic data at the Intensive (Tier 3) level</li> <li>○ fidelity of implementation data at all levels of the continuum.</li> </ul>				
	<b>66</b>	The MTSS data system has one point of access to examine academic, behavioral, and social-emotional data in an integrated manner and allows for multiple users to enter data at each level.				
	<b>67</b>	Data systems at all levels consider all areas of functioning (i.e., behavior, social-emotional, reading, math, writing) each time data is analyzed within one area (e.g., behavior).				
	<b>68</b>	Following intensive interventions, MTSS data are used in making decisions about the need of special education services and for progress monitoring of IEP goals.				
	<b>69</b>	All district and school action/improvement plans rely on multiple data points collected through the MTSS data system.				
	<b>70</b>	The performance of “true peers”; i.e., students with the same native language and culture and similar educational histories; is considered when setting benchmarks and criteria for monitoring progress, and for deciding whether a culturally or linguistically diverse student is responding adequately to instruction or needs more intensive intervention.				
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving (SYSTEMS)**  
**[NYSED SSIP MTSS Model, pp. 26 35**

Defining Feature		Criteria to Achieve Gold Standard				
<b>B</b>	Data systems and analysis are clearly communicated to all stakeholders.  <i>[NYSED SSIP MTSS Model, p. 27]</i>	<b>Communication of Data Systems</b>				
		<b>71</b>	District and building level leaders support implementation of clearly defined data and problem-solving systems and communicate them through staff training and the development of policy and procedure handbooks.			
		<b>72</b>	Leadership communicates the purpose and benefits of each type of data and of the problem-solving process to all stakeholders.			
		<b>73</b>	Data analysis and decisions are provided to families in their preferred mode of communication.			
		<b>74</b>	Data are readily available, easily accessible and shared in graphic formats that are easily interpretable.			
		<b>75</b>	Data are shared with various stakeholders on a regular basis.			
Scoring for Defining Feature		<b>3</b>	IF Score of 3: Provide EVIDENCE / DATA SOURCES	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving (SYSTEMS)**  
**[NYSED SSIP MTSS Model, pp. 26 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>C</b>	<p>The necessary resources are allocated to ensure effective implementation of the data driven problem-solving process.</p> <p><i>[NYSED SSIP MTSS Model, pp. 27 – 28]</i></p>	<b>Tool Selection</b>				
		<b>76</b>	The school allocates sufficient time in the master schedule for staff to engage in the problem-solving cycles and identifies meeting dates/times in school calendars prior to the beginning of each year.			
		<b>77</b>	Building level leaders allocate time and resources for professional development and coaching to ensure that teachers understand and make informed decisions based on student outcomes and allocate technological resources and expertise for meaningful analysis of the data.			
		<b>78</b>	Staff are identified at each school to monitor and support fidelity of implementation of data and problem-solving systems.			
		<b>79</b>	School-level Leadership teams assess fidelity of implementation of the data-driven problem-solving process at least three times a year through a review of student formative assessments, products, interviews, and observations.			
		<b>80</b>	District and school-level leaders provide time at Board, community, faculty, and other meetings to share results, findings, and decisions with staff and wider community.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving**  
**[NYSESED SSIP MTSS Model, pp. 26 - 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>D</b> Assessment tools at all levels are intentionally selected to provide meaningful, valid and reliable data to drive instructional and systemic decision-making.  <i>[NYSESED SSIP MTSS Model, pp. 28 – 29]</i>	<b>Tool Selection</b>					
	<b>81</b>	Tools selected to measure student outcomes, and for screening, progress monitoring, and diagnostic purposes, are: <ul style="list-style-type: none"> <li>○ reliable (shown to be consistent internally and across users);</li> <li>○ valid (shown to measure what the tools are meant to measure and to predict desired outcomes);</li> <li>○ sensitive to change within assessment intervals;</li> <li>○ normed on appropriate populations;</li> <li>○ socially valid (acceptable to and valued by the school community);</li> <li>○ useable (easy to learn and interpret); and</li> <li>○ efficient (requiring the least amount of time to collect the necessary data).</li> </ul>				
	<b>82</b>	The school regularly evaluates assessment measures through analysis of results.				
	<b>83</b>	The school documents the rationale for each chosen measure to improve transparency and decision-making in the event of turnover within the team.				
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving (STUDENT OUTCOMES DATA)**  
**[NYSED SSIP MTSS Model, pp. 26 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>E</b>	Student outcome data are used to evaluate the effectiveness of school programs and to make decisions regarding program improvements.  <i>[NYSED SSIP MTSS Model, p. 30]</i>	<b>Evaluation of School Programs</b>				
		<b>84</b>	The building team conducts summative evaluations annually to determine the effectiveness of the Universal (Tier 1) curriculum and instruction in achieving student outcome goals.			
		<b>85</b>	Teams use objective measures, such as reading levels, math levels, office discipline referrals, suspensions, attendance, and demographic data and analyze such data at multiple levels to identify patterns and areas of needed improvement (i.e., comparing school to school within a district; grade to grade; classroom to classroom).			
		<b>86</b>	Student outcomes are disaggregated for identifying and monitoring the extent of disproportionality in student outcomes.			
		<b>87</b>	Interventions available at the school and student response rates within each intervention are tracked in order to make programmatic decisions.			
		<b>88</b>	The school team sets annual goals for improved student outcomes that are measurable, ambitious, and realistic, using summative evaluations for baseline data.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving (STUDENT OUTCOMES DATA)**  
**[NYSED SSIP MTSS Model, pp. 26 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>F</b>	<p>Academic, social-emotional, and behavioral screenings are conducted to evaluate the effectiveness of the Universal (Tier 1) curriculum and instruction and to proactively identify students who would benefit from Supplemental (Tier 2) and/or Intensive (Tier 3) supports.</p> <p><i>[NYSED SSIP MTSS Model, pp. 31 – 32]</i></p>	<b>Evaluation of Universal (Tier 1) and Identification of Students for Supplemental (Tier 2)</b>				
		<b>89</b>	Teams identify tools directly aligned to literacy, behavioral, and social-emotional outcomes; for literacy growth, progress monitoring tools include a combination of curriculum-based measures and informal measures (e.g., reading inventories, checklists, rubric, running records) to measure progress and inform instruction, and for social-emotional and behavioral growth, progress monitoring tools include teacher rating forms, daily progress reports and self-monitoring data.			
		<b>90</b>	The school team establishes a schedule for screening all students a minimum of three times per year and specify the logistics for conducting screenings, including who, what, where and when.			
		<b>91</b>	Grade-level teams meet after each screening to analyze results in order to determine intervention needs and allocate resources.			
		<b>92</b>	Grade level teams disaggregate screening data to assess whether continuum of instruction and intervention is equally effective for all student groups.			
		<b>93</b>	Grade level teams use established benchmarks and decision rules that are valid for a diverse student population, and account for linguistic, cultural and socio-economic differences to inform decisions about individual students.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving**  
**[NYSED SSIP MTSS Model, pp. 26 – 35]**

Defining Feature		Criteria to Achieve Gold Standard					
<b>G</b> Academic, social-emotional, and behavioral progress monitoring processes are used to assess the effectiveness of Supplemental (Tier 2) and Intensive (Tier 3) interventions and to inform instructional decisions.  <i>[NYSED SSIP MTSS Model, pp. 32 – 33]</i>	<b>Progress Monitoring</b>						
	<b>94</b>	The school team identifies literacy, social-emotional, and behavioral progress monitoring tools to monitor individual student response to interventions; progress monitoring tools are similar to screening tools.					
	<b>65</b>	Frequency of collection of progress monitoring data for each student is determined by the problem-solving team based on intervention and student need. The greater the concern about lack of progress, the more frequent the progress monitoring should be to allow for immediate changes to instruction.					
	<b>96</b>	Progress monitoring data are graphed, evaluated in relation to a specific student performance goal, and used to inform and modify instructional practices in response to student needs.					
	<b>97</b>	Instructional decisions may include increasing the frequency or duration of the intervention, modifying the intervention, fading the intervention, or discontinuing the intervention.					
	<b>98</b>	The student problem-solving team documents and communicates decisions clearly to staff supporting the student and family members.					
	<b>99</b>	If progress monitoring data show that Supplemental (Tier 2) interventions are not effective for a student, the team determines whether additional diagnostic assessments need to be conducted.					
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>		<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>			<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving**  
**[NYSED SSIP MTSS Model, pp. 26 35]**

Defining Feature		Criteria to Achieve Gold Standard				
<b>H</b> Diagnostic assessments provide additional information on a student's skill levels and specific individual needs and motivators in order to develop individualized interventions when Supplemental (Tier 2) supports have not been effective.  <i>[NYSED SSIP MTSS Model, pp. 33 – 34]</i>	<b>Diagnostic Assessments</b>					
	<b>100</b>	The problem-solving team conducts a deeper analysis of screening, progress monitoring, and other available data to determine whether additional diagnostic assessments need to be conducted.				
	<b>101</b>	If needed, diagnostic assessment(s) are conducted to provide additional information on student's current skill levels to pinpoint areas of skill deficit and target specific needs.				
	<b>102</b>	The problem-solving team examines this additional data on skill deficits/error patterns to identify reasons why Supplemental (Tier 2) interventions were ineffective and to inform individualized Intensive (Tier 3) interventions.				
	<b>103</b>	For diagnostic testing, the procedures utilized reduce potential bias and discrimination in the use of standardized tests.				
	<b>104</b>	Using tools like intervention checklists, video recording, peer feedback, walk-throughs, and coaching sessions, the Student Problem Solving team checks for fidelity of implementation of interventions on a monthly basis to ensure interventions are using allotted time, methods, and materials that are required for that intervention.				
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

**Core Component: (V) Data Driven Problem Solving**  
**[NYSED SSIP MTSS Model, pp. 26 - 35]**

Defining Feature		Criteria to Achieve Gold Standard				
I	The school leadership teams ensure that the district and school MTSS plans are implemented as intended.  <i>[NYSED SSIP MTSS Model, pp. 34 – 35]</i>	<b>Fidelity Data</b>				
		<b>105</b>	Fidelity of implementation of MTSS is measured at multiple organizational levels within schools and the district.			
		<b>106</b>	The school leadership team regularly assesses the extent to which systems are being implemented as specified in the MTSS plans, in the areas of: <ul style="list-style-type: none"> <li>○ Team Approach</li> <li>○ Leadership</li> <li>○ Engaged Stakeholders</li> <li>○ Continuum of Instruction &amp; Interventions</li> <li>○ Data-Driven Problem Solving</li> </ul>			
		<b>107</b>	Building leaders provide targeted support to teachers and interventionists that are not implementing the MTSS plan with fidelity.			
Scoring for Defining Feature		<b>3</b>	<b>IF Score of 3: Provide EVIDENCE / DATA SOURCES</b>	<b>2</b>	<b>1</b>	<b>0</b>
		<i>Check if all criteria are in place</i>		<i>Check if 50-99% of criteria are in place.</i>	<i>Check if 1 - 49% of criteria are in place.</i>	<i>Check if no criteria are in place.</i>

## Optional Self-Assessment Summary Table

Directions: Scores from the above assessment can be transferred to the table below for ease of reference. For Focus Areas, indicate the criteria from each defining feature that are identified as a priority to develop the MTSS Action Plan.

Core Component	Defining Feature	Score	Focus Areas to drive Action Planning
I. Team Approach	A		
	B		
II. Leadership Support	A		
	B		
III. Engaged Stakeholders	A		
	B		
IV. Continuum of Instruction and Intervention	A		
	B		
	C		
	D		
	E		
	F		
V. Data Driven Problem Solving	A		
	B		
	C		
	D		
	E		
	F		
	G		
	H		
	I		

## School-Level SSIP MTSS Action Plan

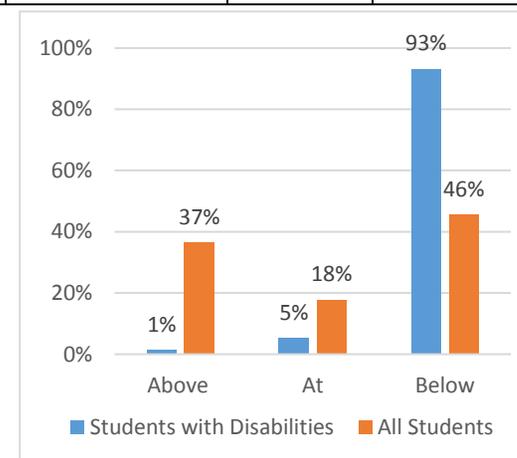
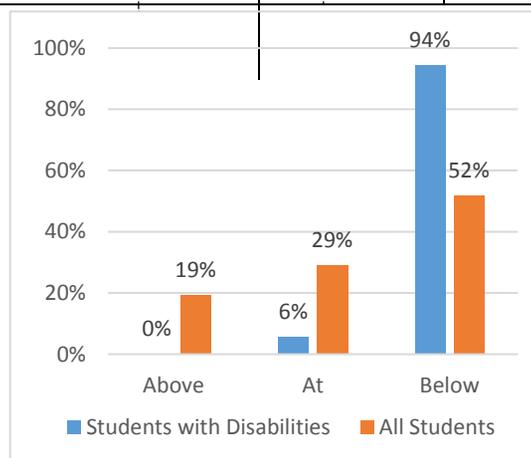
<b>District:</b>	<b>School:</b>
<b>Individuals Involved in Development:</b>	

The School-Level SSIP MTSS Action Plan will enable the School-Level MTSS Leadership team to determine implementation activities for MTSS.

<b>MTSS Core Component:</b>					
<b>Defining Feature:</b>					
Criteria	Actions (Activities)	Who's Responsible	Timeline	Resources	Progress Monitoring tools to measure impact
<b>MTSS Core Component:</b>					
<b>Defining Feature:</b>					
Criteria	Actions (Activities)	Who's Responsible	Timeline	Resources	Progress Monitoring tools to measure impact
<b>MTSS Core Component:</b>					
<b>Defining Feature:</b>					
Criteria	Actions (Activities)	Who's Responsible	Timeline	Resources	Progress Monitoring tools to measure impact

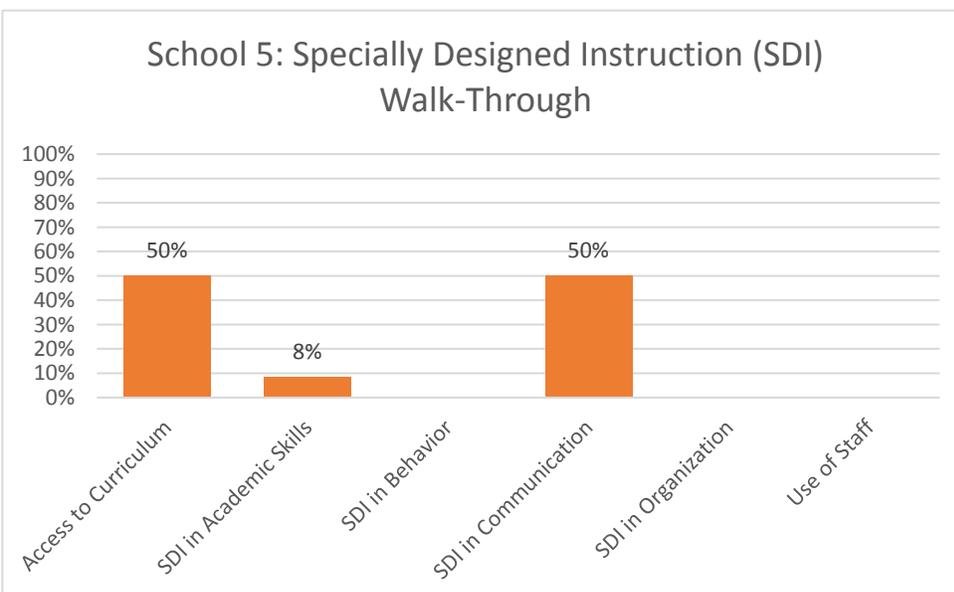
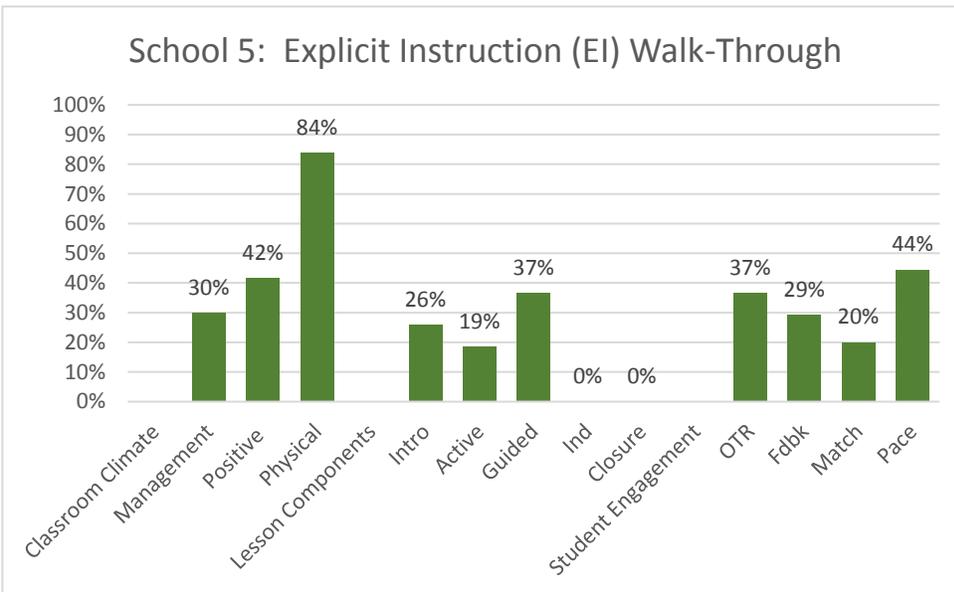
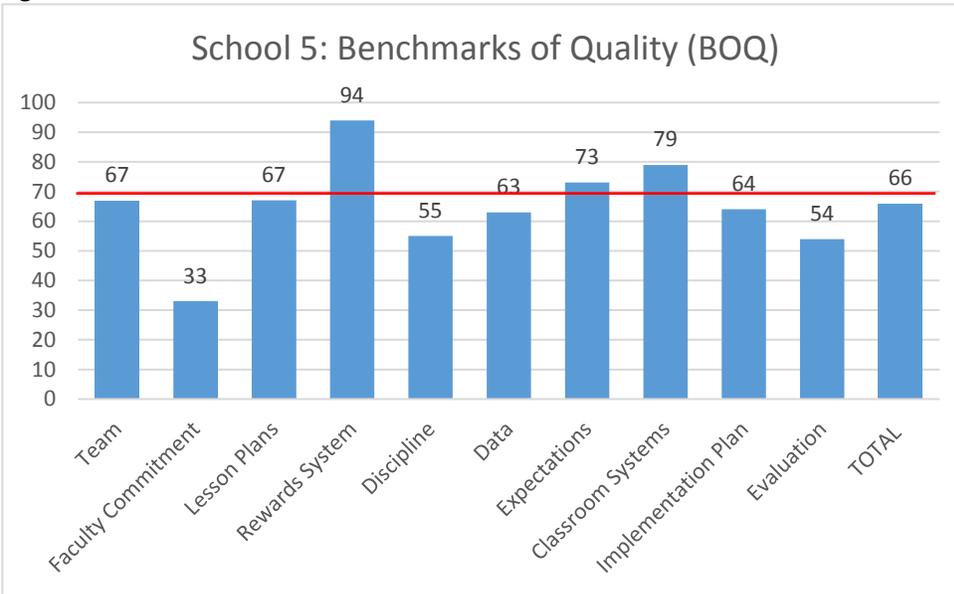
Region B: District B-1 – Data Profile 2018-2019

Literacy Benchmark	District B-4, School 5						District B-4, School 6					
	mm/dd/yy Above		At		Below		mm/dd/yy Above		At		Below	
<i>Tool</i>	<i>Fountas &amp; Pinnell</i>						<i>Fountas &amp; Pinnell</i>					
Students not Classified	46	21%	68	31%	106	48%	177	43%	83	20%	153	37%
Students with Disabilities	0	0%	1	6%	17	94%	1	1%	4	5%	69	93%
Students with Learning Disabilities	--		--		--		--		--		--	
All Students	46	19%	69	29%	123	52%	178	37%	87	18%	222	46%

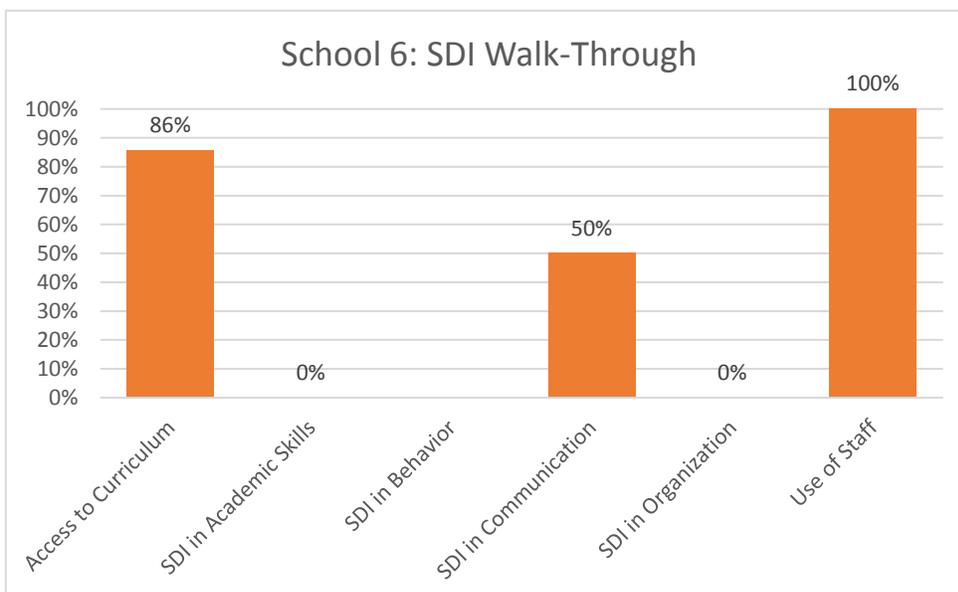
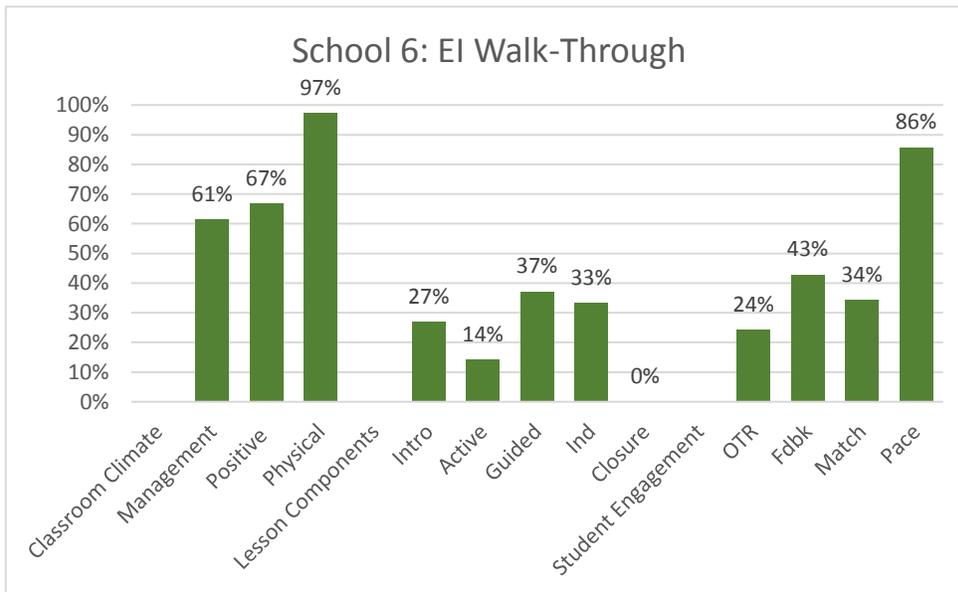
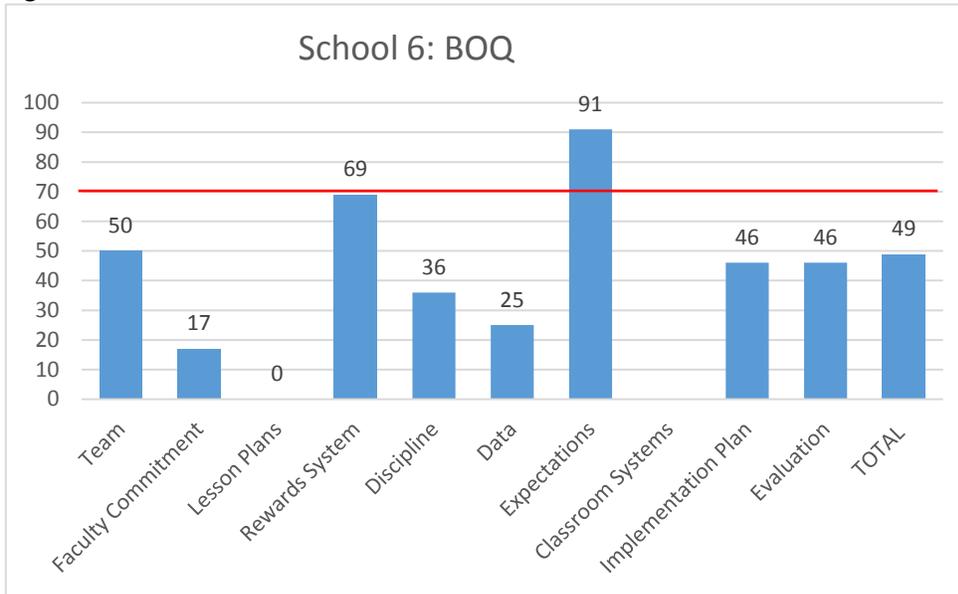


Behavior Benchmarks	School 5			School 6			
	% Students in School with Disabilities 13%			% Students in School with Disabilities 12%			
	<i>ODR</i>	<i>ISS</i>	<i>OSS</i>	<i>ODR</i>	<i>ISS</i>	<i>OSS</i>	
Students with Disabilities	#DIV/0!	#DIV/0!	#DIV/0!	15	44%	0 0%	2 33%
All Students				34		5	6

Region B: District B-1 – Data Profile 2018-2019



Region B: District B-1 – Data Profile 2018-2019



## Summary of the “Quick Wins” and Implementation Challenges reported by the Regional Integrated Implementation Teams (RIITs)

RIITs reported a number of “Quick Wins” achieved in their first year of work with SSIP Learning Sites. They also reported a number of challenges they encountered with initial implementation. The results of these early efforts have been organized by the three levels the SSIP teams have been using to approach implementation and evaluation: Schoolwide Systems level, Classroom Practice level, and Student level.

### Schoolwide Systems Level “Wins”

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#### *Engaging stakeholders and building relationships*

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- Beginning to build interest and readiness in MTSS implementation in other buildings within the District
- Positive Behavioral Interventions and Supports (PBIS) support that was already embedded in the school through PBIS training and coaching made it easy to build relationships with teachers and administrators.
- SSIP Learning Site collaborated with the Special Education Parent Center to provide support to district families.
- Relationship building with administration, Implementation Leadership Team (ILT), Student Study Team (SST), Literacy coach, Library Media Specialist and Lead English as a New Language (ENL) teacher. Being able to provide resources for immediate next steps at the time that it is needed and leaders being receptive to using it.
- Relationship building with new staff in cohort, administrative interns and having a collaborative relationship with Integrated Co-teaching (ICT) consultant.
- Relationship building with school and district leaders (including Directors of multiple disciplines)
- RIIT has successfully engaged multiple stakeholders, including family and community representatives, in analyzing baseline data and collaborating in creating a regional professional development plan. RIIT leadership met twice this year, with two additional meetings planned. Stakeholders are represented by the diverse members of this team.

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#### *Facilitating the use of a Team Approach to implement MTSS*

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- Creation of a fully staffed MTSS team
- Formation of Leadership team (integration of Academic and Behavior Teams) inclusive of administrators.
- MTSS Building Leadership Team (BLT) includes both school and district membership. Work is visible through sharing agendas, meeting follow-up notes, and posting goals has allowed them to put changes in motion. District members key in identifying next steps.
- MTSS Leadership Team meeting monthly, subcommittees are meeting between meetings to carry out actionable tasks connected to the MTSS action plan based on the original self-assessment
- Non District Specialist has facilitated development and operation of SSIP Leadership team which meets monthly and includes residential and school membership. Norms are used and there is a Support Plan which is monitored using a Plan, Do, Study, Act (PDSA) Cycle. Team has achieved specified objectives and goals and is developing improved data systems.

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#### *Encouraging visible Leadership Support*

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- District-wide commitment to PBIS
- Strong leadership support for MTSS and a collaborative team approach for PBIS implementation

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#### *Aligning Evaluation & Improvement Plans; Designing Data Systems, tools and protocols*

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- Alignment of classroom evidence based practices (EBP's) to student outcome goals in the Support Plan and the school's Comprehensive Education Plan (CEP)
- Co-creation of a Data Collection and Monitoring Tool (matching the Walkthrough Tool)
- MTSS uses a problem-solving approach to make decisions. Formalized data collection activities to inform this approach are being developed.
- School conducted universal screening (i-Ready assessment) and began to use a screening tool school wide
- The Special Education School Improvement Specialist (SESIS) is working with leadership to look at School Comprehensive Education Plans for their Diagnostic Tool for School and District Effectiveness (DTSDE) reviews and tying those goals to the MTSS initiative.

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#### *Installing schoolwide universal supports & programs, consistent with the NYS SSIP MTSS*

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- Beginning installation of PBIS Tier 1 infrastructure
- SSIP Learning Site has begun to work to integrate work on cultural responsiveness and equity into this work.
- Instituted daily reflection/announcement/teaching on ways students can demonstrate behavioral expectations using BRAVE (Building respect, Resolving problems, Acting responsibly, Valuing relationships, and Exhibiting safety) being messaged and endorsed by principal

## Practice Level “Wins”

### *Support Implementing EBPs in Social Emotional Development and Learning (SEDL) and Literacy*

- Social Emotional Learning has been added as an instructional block on all teachers' schedules using RULER approach to Social and Emotional Learning to promote emotional literacy, which includes Recognizing, Understanding, Labeling, Expressing, and Regulating emotions
- Classroom Components and universal features of PBIS Tools are being used for data collection in classrooms and teachers are receiving immediate feedback.
- Collecting fidelity data on PBIS implementation (Tiered Fidelity Inventory (TFI) and previously Benchmarks of Quality (BOQ) was already embedded in the schools PBIS structure
- Teacher-led strategies to help students identify and name feelings; process was introduced in all fourth grade classrooms
- 87 percent of staff reported recently giving acknowledgement as part of the school-wide BRAVE acknowledgement system
- Beginning installation of PBIS Tier 1 practices
- Having cohort staff add the PBIS matrix to their Dojo Class point menu
- Providing ways for character education program to infiltrate and align with the building of the PBIS matrix
- A PBIS tier 1 fidelity assessment was conducted by the PBIS team and results are being used to strengthen the universal system. The total BOQ score was 66 percent, which is 4 percentage points shy of fidelity.
- Staff (87 percent were able to correctly identify newly created school-wide behavior expectations.
- Teachers are receptive to SESIS support and data analysis of target student diagnostic Phonics Survey / Passive Fluency and classroom lesson implications
- Training of Great Leaps intervention
- Building trust and buy-in of teachers implementing evidence-based approach to reading instruction

### *Support Inventorying EBPs & Establishing Implementation Fidelity Structures*

- Staff took stock of what already existed, resulting in discovery of practices that were not fully implemented or implemented without fidelity
- The SESIS has been working on creating a fidelity of implementation checklist for the core literacy program which should be completed soon. They will use this to observe instruction and fidelity, which will lead to evaluation of the core program.

### *Support using Data Based Decision Making Practices, Assessments, Infrastructure*

- Implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) during the timeframe research intended
- Use of other assessment measures that give teachers more information about student understanding of English orthography
- Having 6/7 cohort classrooms collect their own data and share it with SESIS
- Support plan goal Walkthrough template paced on Google sheets for each Cohort Class to track their data helps triangulate and add credibility to the growth.
- Building progress monitoring infrastructure with the Literacy coach to merge data from 4 elementary schools that will inform the instruction for the fifth grade.
- Behavioral Specialist met regularly with various school staff and emphasized the importance of Data Driven problem solving across tiers. Staff understand that data is not only for compliance reporting but can be used to facilitate decision making around more immediate foci such as 1) reviewing whether universal supports are making a difference for students and 2) how to build effective advanced supports for students (entrance/exit criteria, fidelity of practices, and monthly review of systems data)

- The school-based team is looking at creating an integrated data system that will allow them to look at student data and staff practices more easily.
- Existing data systems have been improved and/or new systems created where needed. Spreadsheets have been created for teachers to input data and track progress.
- The SESIS are working with two teams of teachers to analyze data and make informed instructional decisions.

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### *Support Implementing Tiered Supports*

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- Instituted a referral process for struggling students
- Established an Inquiry Team focused on students with learning disabilities. Team has assessed students, identified area of focus and interventions.
- Tier 2 Behavior Supports are being implemented/piloted as of January 2019

### **Student Level “Wins”**

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#### *Academic and SEDL gains*

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- Middle of the year assessment indicated a positive change in some students composite score as a result of teacher implementation of strategic literacy instruction.
  - 267/558 (48 percent) of the students were monitoring their own goals or the learning objective. Progress being made. On trajectory for meeting goal.
  - 446/558 (80 percent) of the students were engaged in differentiated tasks, 475/558 (85 percent) of the students were engaged in tiered learning tasks. Improvement noted. On trajectory to meeting goal
  - 100 percent of students surveyed reported having recently received an acknowledgement as part of the school-wide BRAVE acknowledgement system
  - 100 percent of all 5th and 6th grade students at SSIP Elementary School participated in an opening assembly that introduced the concept and development of the PBIS Matrix expectations of Never Give Up, Encourage Others, and Do your Best (NED). The cohort is on track to meet the annual goal
  - Students (67 percent) were able to correctly identify newly created school-wide behavior expectations.
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### **Systems Level Implementation Challenges**

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#### *Adaptive Challenges: Competing Initiatives, Lack of Strong Leadership Support*

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- Two schools merged into one causing adaptive challenges
  - School has several initiatives being implemented at the same time
  - Competing initiatives and priorities, including competing similar district level PD
  - Competing priorities
  - No forward movement on Tier 1. Behavioral Specialist offered to train staff in writing behavior lesson plans, building admin is uncertain whether to merge PBIS with other initiatives or build an effective PBIS/SEL team with the current coaches.
  - SSIP is not a top priority in the Comprehensive Education Plan (CEP)
  - Resistance from administrators to allow us as external coaches and supports to enter their building as needed
  - Administrators do not understand the research around the approach
- 

#### *Technical Challenges: Lack of Data System Infrastructure, Scheduling Support & Meetings*

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- Lack of diagnostic assessments sensitive to identify students' needs and match with supports/interventions
- Universal screeners are not being used across all schools which is creating a barrier to collecting baseline data for both behavior and academics
- Lack of Office Discipline Referrals (ODR) data collection embedded in schools making it difficult to work towards decreasing ODR data
- In the context of MTSS, a lack of behavior systems in general, and specifically, the lack of a universal screener for behavior. The work has been to improve ad hoc behavior practices to make them more systematic.

- The school currently has a variety of data systems that do not communicate with each other and are each “owned” by a separate stakeholder, so obtaining consistent, clean attendance data to cross reference with Referral data, for example, is not current
- After school/extended day professional development time is controlled by a school-wide PD plan
- PD schedule is robust, which leaves less room for facilitated PD (and less adherence to requested scheduled items)
- Managing logistics with the many different members of the team in obtaining mutually agreeable dates to meet. Subcommittees are able to function separately and report back.

### Practice Level Implementation Challenges

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#### *Limited Training/TA/Coaching Dosages; Monitoring Fidelity; Habits/Mindsets on Data Use*

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- Limited coaching time due schedule and competing priorities for teachers
- Lack of training and supports to provide more targeted interventions to students
- Fidelity may not be measured when the SESIS is not in the school. It may be measured with parameters from another teaching approach that is less impactful for students with learning differences.
- At Tiers 2 and 3, changing the way clinicians’ view and value data to support their work and can help identify when clinical interventions actually are working for their students. The BLT is examining the current student problem solving team and processes that primarily exist for pre-referral purposes.
- Teachers are analyzing data to make informed instructional decisions. They are concerned that they don't have the "right" data. Parts of the work will be looking at data and assessments and deciding what to collect and the best way to do that.

# The NYSED Office of Special Education (OSE) Educational Partnership

## OSE

OSE will guide the work of the Educational Partnership with the goal of improving outcomes for students with disabilities through collaboration with other offices within NYSED P-12 Instructional Support, the Office of Higher Education, the Office of Early Learning, and Adult Career and Continuing Education Services-Vocational Rehabilitation.

The Special Education  
Technical Assistance  
Partnership for  
**Equity**

The Special Education  
Technical Assistance  
Partnership for  
**Data**

The Special Education  
Technical Assistance  
Partnership for  
**Transition**

The Special Education  
Technical Assistance  
Partnership for  
**Behavior**

The Special Education  
Technical Assistance  
Partnership for  
**Academics**

The Technical Assistance Partnerships (TAPs) will work closely together to support all groups within the Regional Educational Partnerships and the Early Childhood and School-age Family and Community Engagement (FACE) Centers.

## Regional Teams:

**Supporting students from early childhood through high school (birth-21)**

### Regional Partnership Center

12 Centers will:

- promote meaningful change within the education system
- build collaborative school/community relationships
- provide information and training in the areas of literacy, behavior, transition, specially designed instruction, and equity

### Early Childhood Family and Community Engagement Center

14 Centers will:

- promote meaningful family involvement within the educational system
- Build collaborative community relationships
- Provide information and training about available service options and delivery systems for children from birth-5

### School-age Family and Community Engagement Center

14 Centers will:

- promote meaningful family involvement within the educational system
- Build collaborative community relationships
- Provide information and training about available service options and delivery systems for school-age children

Utilizing a team approach and data-based decision making, the regional teams will provide professional development and support to a variety of stakeholders, including families, preschools, schools, districts, and community partners.

## The NYSED Office of Special Education (OSE) Educational Partnership Organizational Structure

### State Level Team (SLT)

**Purpose:** Share information about current initiatives to determine areas of intersection and potential collaboration.

**Membership:** Representatives from multiple NYSED offices; Special Education Technical Assistance Partnerships (TAPs). *Optional members:* other State agencies; Boards of Cooperative Educational Services (BOCES) District Superintendent (DS) representative; representatives of the five Big Cities of New York, Buffalo, Rochester, Syracuse and Yonkers (Big 5).

**Meeting Frequency:** 3 times a year



### Partnership Implementation Team (PIT)

**Purpose:** Develop a common language and understanding. The PIT will be prescriptive, focusing the work of the Educational Partnership, as well as school participation, with input from stakeholders. Based on a broad understanding of NYS strengths and needs across agencies, identify and/or develop tools, resources, and materials to be used in statewide/regional learning, targeted support groups, and intensive partnerships.

**Membership:** NYSED (Program Development and Support Services (PDSS) Unit, Special Education Quality Assurance (SEQA) Supervisor(s), other offices/staff as needed); TAP Directors (Behavior, Transition, Equity, Academic, Data); Regional Partnership Center Systems Change Facilitator representative; Family and Community Engagement (FACE) Centers representative

**Meeting Frequency:** 7 times a year (4 virtual meetings, 3 in-person meetings)



### Regional Level Team (RLT)

**Purpose:** Determine regional strengths and needs; guide and support systems-change efforts within the region.

**Membership:** Regional Partnership Center Systems Change Facilitator and Content Specialists (Special Education Trainer, Behavior, Transition, Culturally Responsive Educator, Literacy, Specially Designed Instruction); TAP Associates (Behavior, Transition, Equity, Academic); FACE Centers; SEQA RA(s). *Optional members:* BOCES Superintendent; District representative; Early Childhood Director; Nondistrict representative.

**Meeting Frequency:** 3 times a year



### Intensive Partnerships – District/Agency Team; Building Level Team

**Purpose:** Build capacity at the district/agency and/or school/building level. Address needs and problem-solve at appropriate levels.

**Membership:** Regional Partnership Center representative(s); FACE Center representative(s); District/Agency Leadership. *Optional members:* school leadership, stakeholders.

**Meeting Frequency:** TBD



Arrows represent ongoing communication ensuring a consistent feedback loop. Each level informs the others' work.