

1 State Systemic Improvement Plan (SSIP) Evaluation Plan

1.1 Evaluation Purpose

The purpose of the Multi-Tiered System of Supports-Integrated (MTSS-I) Evaluation Plan is to collect and report data on the activities in which all the stakeholders are engaged. The goal is to collect both actionable process-focused data that can be used quickly to understand and improve program implementation and outcomes-focused data.

Activities

Outputs
Results of Activities

Performance Indicators

Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
			Check-in Survey for stakeholders participating on State-level SSIP teams	
1.5 Establish and sustain the MTSS-I State Leadership Team to review results and learning from the SSIP and to guide State Educational Agency (SEA) policy alignment	<p>State Leadership Team is established with a clear mission, set goals, and a commitment from representatives of key stakeholder groups</p> <p>State Leadership Team convenes monthly 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</p>	<p>State Leadership Team member roster includes well-qualified representatives from multiple stakeholder groups in the system</p> <p>Recommended practices and structures for effective team functioning are well-defined and used consistently</p> <p>State Leadership Team convenes at least twice annually</p> <p>State Leadership Team achieves at least 85% attendance at each meeting.</p> <p>Co-created products have been communicated and made accessible to the State Stakeholders</p>	<p>Document Review and Analysis (co-created by workgroup member sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols)</p> <p>Observations (Evaluator)</p>	Annually
1.6 Establish and support District Leadership Teams (DLTs) to facilitate implementation at the district and building levels	<p>DLTs are established, use effective team practices, and help SSIP School Teams build capacity to support implementation of MTSS-I</p> <p>DLTs convene frequently (3-4 times per year as determined by the district) to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work</p> <p>DLTs are focused on building capacity, through the strengthening of implementation drivers, to support building-level teams, leaders, and staff implementing the MTSS-</p>			

Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
1.7 Establish and support SLTs to implement effective innovation at the building level	implementation SLTs are established, use effective team practices, and help to build capacity for scaling up MTSS-I SLTs convene f.000.96 0. s8(l)5 ((n)26.3 (i)-3.9 (o)-7. (men)-9.(e es).4 (a)-6.9 (b).678 0.72SSven vis8(f.) (n)26. 9 (v)-9.1 (v)-9. -10.6 (t).1 (e f.8 (e)Jew v			


Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
Framework to the Institutions of Higher				

Outcomes

Performance Indicators
to Assess Progress
Toward/Achievement of Outcomes

Measurement
Data Collection Methods

<p>for the SSIP schools and other various stakeholders</p>	<p>implementation teams A comprehensive set of aligned implementation tools and guidance materials is shared on the MTSS-I resource library and accessed by MTSS-Implementation teams and stakeholders</p>	<p>format All SSIP implementation teams have received access to the space There is evidence of frequent visits from multiple users</p>	<p>Google Analytics</p>	
<p>2.3 Develop a comprehensive set of implementation tools and guidance materials</p>	<p>State specialized workgroups creates practical, integrated implementation tools, data collection tools, and guidance materials</p>			

Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
	implementation of the MTSS			

Activities

Outputs
Results of Activities

Performance Indicators
to Assess Implementation Progress

Measurement
Data Collection Methods

Timeline

Outcomes	Performance Indicators to Assess Progress Toward/Achievement of Outcomes	Measurement Data Collection Methods
3.2 Districts and schools intentionally integrate the professional development, coaching, and technical assistance designed to support fidelity implementation of the MTSS-I Pilot Framework	Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans Scores increase in relevant indicator areas on the DCA	Annual Capacity Assessments administered to district-level SSIP teams/SLTs: <ul style="list-style-type: none"> • TFI • R-TFI
3.3 School district leaders participating in the MTSS-I Pilot Framework increase their use of leadership practices aligned with MTSS-I Implementation	Scores increase in relevant indicator areas on the district-level Capacity Assessment Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans	Annual Capacity Assessments administered to district-level SSIP teams/SLTs: <ul style="list-style-type: none"> • TFI
3.4 There is increased quality of on-site professional development, technical assistance, and coaching support services provided to SSIP districts and schools by MTSS-I Center coaches	A majority of.96 503.1632s668 243.84 94.08130.BT/TT1	

Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
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Table 14. 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
5.1 Engage in ongoing communication with SSIP schools to help create readiness for implementation	State-level teams utilize the bi-directional communication system to discuss readiness factors at the regional and site-levels SSIP schools utilize the bi-directional communication system to discuss readiness factors at the site level SSIP cohort schools receive information and assistance from the MTSS-I Center to prepare staff and stakeholders to participate in the SSIP			

Activities	Outputs Results of Activities	Performance Indicators to Assess Implementation Progress	Measurement Data Collection Methods	Timeline
<p>96 (t)-3.0</p>	<p>15234 - 3/15/18</p> <p>SSIP and IHEs Activities are planned to build engagement MTSS-Stakeholders (s)32.1 receive guidance on the importance of and how to participate in the VLS</p>	<p>(o)-7.1 4 9.9n 0</p> <p>implementation teams across the SSIP districts and schools</p>	<p>participation data)</p> <p>Observations (Evaluator) a2{0</p>	

Outcomes	Performance Indicators to Assess Progress Toward/Achievement of Outcomes	Measurement Data Collection Methods
<p>5.3 Among families and community members from SSIP Districts and Schools, there is increased involvement in the education of MTSS-I via multiple presentations with various stakeholders, MTSS-I VLS, and collaboration with the Educational</p>	<p>colleagues, families, and community members A majority of SSIP participants that visit the SSIP public website report satisfaction with accessibility and content SSIP website shows evidence of consistent updating</p>	<p>system Google Analytics to measure website traffic</p>

Long-term Outcomes	Outputs Results of Activities	Measurement Data Collection Methods
scoring at proficiency levels 2 and above on the NYS grades three through eight English Language Arts (ELA) assessment.	Increased percentage of LD Grade 4 students scoring at levels 2, 3, and 4 on NYS ELA assessment Increased percentage of LD Grade 5 students scoring at levels 2, 3, and 4 on NYS ELA assessment	Aggregated and disaggregated by student sub- population
1 Grades 3-5 students with disabilities increase their performance level on specified benchmark assessments	Across All SSIP Schools: Grades 3-5 students improve scores on identified literacy benchmark assessments	Literacy Benchmark Assessment Data Aggregated and disaggregated by student sub- population
2 Grades		

