

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**

Strategy I: Organizational Capacity Building

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

Strategy II: Program and Resource Development

| INPUTS | ACTIVITIES | OUTPUTS | SHORT TERM OUTCOMES | INTERMEDIATE OUTCOMES | Long Term Outcomes |
|--|--|--|--|---|--|
| <p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ DTSDE Reports/School Comprehensive Improvement Plan (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 <p>Family and Community Engagement Center Resources</p> <ul style="list-style-type: none"> ■ SEA-LEA Partnership Agreements/MOUs ■ Technology ■ Student-level Data Systems (LEAs, RICs, IRS, etc.) ■ Other Data Warehouses | <ul style="list-style-type: none"> ■ Define the NYS SSIP MTSS Model ■ Define Capstone evidence-based practices (EBPs) to support Literacy, SEDL and EI within the MTSS ■ Create a web-based MTSS resource library to store and share resources developed for the SSIP ■ Develop a comprehensive set of implementation tools and guidance materials | <ul style="list-style-type: none"> ■ The MTSS and Capstone EBPs to support literacy, SEDL, and EI within the MTSS are clearly defined (knowable, doable, assessable) and operationalized for usability testing at SSIP Learning Sites ■ A comprehensive set of aligned implementation tools and guidance materials are shared on the MTSS resource library and accessed by SSIP implementation teams and stakeholders | <ul style="list-style-type: none"> ■ The MTSS and implementation tools are compatible with other State/local models, and with improvement processes currently in use ■ SSIP Learning Sites have improved access to up-to-date implementation resources and contextualized guidance ■ SSIP learning sites have increased their utilization of implementation tools developed by SSIP teams, and are satisfied with practicality and ease of use | <ul style="list-style-type: none"> ■ Tools such as Practitioner Guides, Implementation Checklists and Practical Performance Assessments have been refined and validated for use in scale up | <ul style="list-style-type: none"> ■ 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 |

Strategy III: Professional Development, Technical Assistance, and Coaching

| INPUTS | ACTIVITIES | OUTPUTS | SHORT TERM OUTCOMES | INTERMEDIATE OUTCOMES | LONG TERM OUTCOMES |
|--|--|---|---|---|--|
| <p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ DTSDE Reports/School Comprehensive Improvement Plan (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 <p>Family and Community Engagement Center Resources</p> <ul style="list-style-type: none"> ■ SEA-LEA Partnership Agreements/MOUs ■ Technology ■ Student-level Data Systems (LEAs, RICs, IRS, etc.) ■ Other Data Warehouses | <ul style="list-style-type: none"> ■ Define the PD and Coaching Delivery Models to use to support implementation of the MTSS ■ Develop a Comprehensive Training Plan ■ Develop a Comprehensive Coaching Plan to support and improve fidelity implementation ■ Provide foundational training in Initial Implementation of the MTSS for teams in the SSIP Transformation Zone ■ Provide continuous, targeted technical assistance and coaching for teams in the SSIP Transformation Zone | <ul style="list-style-type: none"> ■ The PD and Coaching Models and Plans used to support implementation of the MTSS and Capstone EBPs are operationalized and coordinated with PD plans of SSIP Learning Sites ■ SSIP Implementation Teams are trained in facilitation and coaching skills to support effective implementation of the MTSS and Capstone EBPs ■ SSIP Implementation Teams receive ongoing TA and coaching to support their facilitation of fidelity implementation of the MTSS and Capstone EBPs ■ Staff and leaders at SSIP Learning Sites are trained in effective implementation of the MTSS and Capstone EBPs ■ Staff and leaders at SSIP Learning Sites receive ongoing TA and coaching to support their fidelity implementation of the MTSS and Capstone EBPs | <ul style="list-style-type: none"> ■ There is increased collective clarity around, and support for, the PD and Coaching Models implemented by State TACs and RIITs to provide ongoing, high-quality support for SSIP Learning Sites ■ RIITs increase their understanding and self-efficacy to facilitate implementation of the MTSS and Capstone EBPs ■ Staff and leaders at SSIP Learning Sites increase their understanding, self-efficacy to implement, and use of the MTSS and Capstone EBPs ■ Districts and schools intentionally integrate the Quality PD and Coaching Model designed to support fidelity implementation of the MTSS ■ LEA leaders participating in the SSIP increase their use of leadership practices aligned with the MTSS | <ul style="list-style-type: none"> ■ There is increased quality of on-site PD, TA, and coaching support services provided to SSIP Learning Sites by RIITs ■ RIIT specialists have increased fidelity implementation of the identified facilitation and coaching practices used with teams and staff at SSIP Learning Sites ■ Staff and leaders at SSIP Learning Sites increase GE-SE cooperative planning and fidelity use of MTSS data to inform decisions ■ Staff and leaders at the SSIP Learning Sites have increased fidelity implementation of Capstone EBPs – literacy, SEDL, and Explicit Instruction – within the MTSS | <ul style="list-style-type: none"> ■ 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 |

Strategy IV: Needs Assessment, Improvement Planning, and Monitoring

| INPUTS | ACTIVITIES | OUTPUTS | SHORT TERM OUTCOMES | INTERMEDIATE OUTCOMES | LONG TERM OUTCOMES |
|--|---|---|--|--|---|
| <p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ DTSDE Reports/School Comprehensive Improvement Plan (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 <p>Family and Community Engagement Center Resources</p> <ul style="list-style-type: none"> ■ SEA-LEA Partnership Agreements/MOUs ■ Technology ■ Student-level Data Systems (LEAs, RICs, IRS, etc.) ■ Other Data Warehouses | <ul style="list-style-type: none"> ■ Establish a Decision Support Data System and Evaluation Plan for collecting, analyzing and reporting actionable MTSS data ■ Administer Implementation Capacity Assessments to SSIP system-level teams (DITs, RIIT, SIDT) ■ Collect Comprehensive Baseline Data and Update Improvement/Implementation Plans ■ Develop MTSS Data Dashboards to communicate performance and progress | <ul style="list-style-type: none"> ■ The MTSS data system and evaluation plan are implemented and coordinated across all SSIP teams and SSIP Learning Sites ■ Data Coordinators on each DIT are trained in the collection of MTSS data and connected through a Community of Practice [through Foundational Training] ■ Baseline Data is reviewed by all SSIP Implementation Teams and used to develop/update Implementation Plans; these plans are communicated to SSIP stakeholders ■ Data Dashboards display implementation progress and performance metrics which are frequently updated and accessible to all stakeholders | <ul style="list-style-type: none"> ■ Staff, leaders, and stakeholders at SSIP Learning Sites increase access and use of the MTSS data system for continuous improvement (i.e., a <i>Plan, Do, Study, Act</i> Cycle) ■ Districts' and schools' improvement plans (Support Plans) show increased alignment with the goals of MTSS implementation ■ Staff, leaders and stakeholders at SSIP Learning Sites experience increased satisfaction with the communication and use of progress monitoring data | <ul style="list-style-type: none"> ■ SSIP Learning Sites increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data (student, practitioner, school, district) ■ State and regional implementation teams increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS progress and outcome data (LEA, regional, State) ■ 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.) | <ul style="list-style-type: none"> ■ 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 |

Strategy V: SEA-LEA Partnership and Community Engagement

| INPUTS | ACTIVITIES | OUTPUTS | SHORT TERM OUTCOMES | INTERMEDIATE OUTCOMES | LONG TERM OUTCOMES |
|--|---|--|--|--|---|
| <p>Materials, Tools, Guidance</p> <ul style="list-style-type: none"> ■ Blueprint for Improved Results for Students with Disabilities ■ DTSDE Reports/School Comprehensive Improvement Plan (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 <p>Family and Community Engagement Center Resources</p> <ul style="list-style-type: none"> ■ SEA-LEA Partnership Agreements/MOUs ■ Technology ■ Student-level Data Systems (LEAs, RICs, IRS, etc.) ■ Other Data Warehouses | <ul style="list-style-type: none"> ■ Engage in ongoing communication with SSIP Learning Sites to help create readiness for implementation ■ Create a collaborative Partnership Agreement between the State and the SSIP Learning Sites establishing mutual understanding and commitments ■ Create a public website for communicating SSIP project information ■ Develop an MTSS Community of Practice (<i>SSIP Network Improvement Community</i>) to support interactive learning about the MTSS in the SSIP Transformation Zone (annual virtual summit) ■ Support the organization of district-driven activities to engage families and members from the local communities in learning about, and contributing to, the MTSS movement | <ul style="list-style-type: none"> ■ SSIP Learning Sites receive information and assistance from the SIDT and RIITs to use to ready staff and stakeholders to participate in the SSIP ■ The State and SSIP Learning Sites commit to mutually agreeable terms for a 2-year partnership, including an annual process for review and revision (recommitment) ■ A public website is launched with clear guidance for stakeholders about how to use the site and how to submit feedback ■ SSIP stakeholders receive guidance on the value of, and how to participate in, the MTSS Community of Practice ■ SSIP Learning Sites receive support and assistance designing and offering engagement events/opportunities to local families and community members | <ul style="list-style-type: none"> ■ Among district and school leaders from SSIP Learning Sites, there is increased satisfaction with the RIIT and NYSED in their efforts to improve systems and outcomes for student with learning disabilities ■ There is increased access to/activity on the SSIP public website ■ Among families and community members from SSIP Learning Sites, there is increased participation in the MTSS Community of Practice ■ Among families and community members from SSIP Learning Sites, there is increased participation in engagement events/literacy trainings for adult learners | <ul style="list-style-type: none"> ■ Among families and community members from SSIP Learning Sites, there is increased awareness and understanding of the MTSS and how it supports outcomes for all students and students with disabilities ■ Among families and community members from SSIP Learning Sites, there is increased involvement/engagement of families of all cultural and linguistic backgrounds in the special education process and school decision-making about the MTSS | <ul style="list-style-type: none"> ■ 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 |

SSIP – Theory of Action

| Strands of Action | If NYSED... | Then partnering LEAs will... | In order for partnering schools to... | Which will lead to long-term outcomes for students, including: |
|--|--|--|---|---|
| Collaboration and Governance | <ul style="list-style-type: none"> • Engages stakeholders • Collaborates with other NYSED offices • Aligns technical assistance resources • Establishes State and Regional MTSS* collaboration teams, governance structure | <ul style="list-style-type: none"> • Engage families and community members • Receive consistently aligned messages and support in improving outcomes for students with learning disabilities • Establish MTSS district and school-level implementation teams | <p>Systems</p> <ul style="list-style-type: none"> • Implement with increasing fidelity, multi-tiered systems of support to improve academic, social-emotional, and behavioral outcomes <p>Practices</p> <ul style="list-style-type: none"> • Implement with increasing fidelity, universal, targeted, and intensive interventions/ EBPs to support improved academics, social-emotional, and behavioral outcomes • Understand unique learning characteristics, culturally and linguistically relevant, and specially designed instructional practices to support students with learning disabilities <p>Data</p> <ul style="list-style-type: none"> • 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 | <p>SIMR:</p> <p>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</p> |
| Training and Technical Assistance | <ul style="list-style-type: none"> • Funds Technical Assistance Centers that deliver high quality professional development and coaching to effectively prepare personnel to support school improvement | <ul style="list-style-type: none"> • Participate in professional development and technical assistance designed to improve equitable student outcomes • Receive coaching to increase fidelity and extend impact | | |
| Leadership | <ul style="list-style-type: none"> • Communicates vision effectively and provides guidance and support in a timely and responsive manner | <ul style="list-style-type: none"> • Model and provide information to staff about change strategies to improve instruction in schools | | |
| Support for struggling schools | <ul style="list-style-type: none"> • Selects SSIP Learning Sites and provides integrated professional development and technical assistance in the implementation of the MTSS and evidence-based practices (EBPs) | <ul style="list-style-type: none"> • Receive and utilize information and resources to support them in implementing an integrated, culturally, and linguistically responsive MTSS framework, and implementing capstone practices in literacy, Social Emotional Development and Learning and Explicit Instruction | | |
| Evaluation | <ul style="list-style-type: none"> • Develops an evaluation system that measures: <ul style="list-style-type: none"> ➢ Student progress and outcomes in behavior and academics, including sub-groups of students ➢ Practice change and fidelity use of EBPs ➢ Building-level fidelity implementation of MTSS and EBPs ➢ District, regional, and State-level capacity to support and sustain implementation | <ul style="list-style-type: none"> • Adjust systems and practices as informed by fidelity measures and student outcomes | | |

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