

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 to collect outcomes-focused data to inform an understanding of program impact.

1.2 Evaluation of Processes and Outcomes

The processes and outcomes described in the tables below describe the means for measuring each item.

Table 6. 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
1.1 Reorganize and maintain the MTSS-I Workgroup to promote communication and alignment of goals related to MTSS-I among New York State Education Department (NYSED) offices	<ul style="list-style-type: none"> ▪ MTSS-I workgroup is reorganized and maintained with a clear mission, set of goals, and a commitment from representatives of key stakeholder groups ▪ MTSS-I workgroup convenes at least monthly to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ▪ MTSS-I workgroup produces project documents, resources and plans communicating the vision, purpose, and implementation plans for the SSIP 	<ul style="list-style-type: none"> ▪ MTSS-I workgroup maintains a member roster which includes well qualified representatives from multiple stakeholder groups in the system ▪ MTSS-I workgroup achieves at least 85% attendance at each meeting ▪ Recommended practices¹ and structures for effective team functioning are well defined and used consistently ▪ MTSS-I workgroup convenes at least monthly, as decided by members ▪ Co-created products have been communicated and made accessible 	Document Review and Analysis (Co- Created by workgroup member sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols)	Monthly
1.2 Establish specialized workgroups (MTSS-I Workgroup, MTSS-I Implementation Workgroup, MTSS-I-Cornell University Subgroup, MTSS-I-University of Albany subgroup) to help	<ul style="list-style-type: none"> ▪ Specialized Workgroups are established, use effective team practices, and identify critical components of an effective innovation, data system, training and coaching model for the State Implementation Design Team (SIDT) ▪ Specialized workgroups produce project documents, resources 	<ul style="list-style-type: none"> ▪ Specialized workgroups maintain a member roster which includes well-qualified representatives from multiple stakeholder groups in the system ▪ Specialized workgroups achieve at least 85% attendance at each meeting ▪ Recommended practices and structures for effective team functioning are well defined and used consistently 	Document Review and Analysis (Co-Created by workgroup member sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols)	At least monthly

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

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
inform the development of a finalized MTSS-I Framework	and plans communicating the vision, purpose, and implementation plans for the SSIP; some specialized workgroups meet at least bi-weekly	<ul style="list-style-type: none"> ■ Specialized workgroups convene at frequent, regular intervals as decided by members; some specialized workgroups meet at least bi-weekly ■ Co-created products have been communicated and made accessible 		
1.3 Develop and sustain a virtual MTSS-I Workspace such as Google Drive for use by MTSS-I teams	<ul style="list-style-type: none"> ■ Guidance documents and technical assistance are created and provided to all SSIP stakeholders ■ SSIP project managers, team liaisons and meeting facilitators utilize, and encourage stakeholders to utilize the Workspace 	<ul style="list-style-type: none"> ■ Multiple members on SSIP State-level teams have accessed² the Workspace ■ Multiple members on SSIP State-level teams have actively contributed³ to the Workspace 	<p>Document Review and Analysis (Co- Created by workgroup member sources: meeting materials referencing active use of the Workspace)</p> <p>Google Drive Activity Reports</p> <p>Observation (sources: member(s) of Evaluation Team in attendance at meetings/ events)</p>	Annually or as needed
1.4 Develop and implement a communication system with bi-directional communication pathways for all stakeholders	<ul style="list-style-type: none"> ■ Communication System is developed, and bi-directional pathways are used with fidelity ■ Teams of stakeholders accept a shared accountability for developing and contributing to the communication system ■ Communication system includes performance indicators that can be monitored 	<ul style="list-style-type: none"> ■ 100% of members of the State Level SSIP teams have received explicit guidance about how, what, and why they need to communicate/engage with other stakeholders' groups beyond the SSIP ■ There are liaisons linking the SSIP teams on the cascade ■ Established communication pathways have been used multiple times in both directions ■ There is evidence that each team has monitored/assessed its use of communication pathways and protocols 	<p>Document Review and Analysis (Co- Created by workgroup member sources: team guidance documents, meeting minutes/other materials referencing use of communication protocols (attendance in meetings, e-mail correspondence, in-person contact)</p> <p>Observations (Evaluator)</p>	Annually

² Users who have accessed the Workspace are being defined as those who have received and opened the direct link to the Workspace.

³ 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).

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
			<p>Check-in Survey for stakeholders participating on State-level SSIP teams</p>	
<p>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>	<ul style="list-style-type: none"> ■ State Leadership Team is established with a clear mission, set goals, and a commitment from representatives of key stakeholder groups ■ 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 	<ul style="list-style-type: none"> ■ State Leadership Team member roster includes well qualified representatives from multiple stakeholder groups in the system ■ Recommended practices and structures for effective team functioning are well defined and used consistently ■ State Leadership Team convenes at least twice annually ■ State Leadership Team achieves at least 85% attendance at each meeting. ■ Co-created products have been communicated and made accessible to the State Stakeholders. 	<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>	<p>Annually</p>
<p>1.6 Establish and support District Level Teams (DLTs) to facilitate implementation at the district and building level</p>	<ul style="list-style-type: none"> ■ DLTs are established, use effective team practices, and help SSIP School Teams build capacity to support implementation of MTSS-I ■ 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 ■ DLTs are focused on building capacity, through the strengthening of implementation drivers, to support building-level teams, leaders and staff implementing the MTSS-I Pilot Framework and (Evidence Based Practices) EBPs ■ DLTs help refine/customize implementation guides and co-create with School Level Teams (SLTs) workplans to support installation and effective 	<ul style="list-style-type: none"> ■ DLT member rosters include well-qualified representatives from multiple stakeholder groups in the system ■ Recommended practices and structures for effective team functioning are well-defined and used consistently ■ DLTs convene at recommended frequency (3-4 times per year as determined by the district) ■ DLTs achieve at least 85% attendance at each meeting ■ Co-created products have been communicated and made accessible ■ Complete the District Capacity Assessment (DCA) which is conducted two times per year 	<p>Document Review and Analysis (Co- Created by workgroup member sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</p>	<p>Annually</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	<p>implementation</p> <ul style="list-style-type: none"> ▪ SLTs are established, use effective team practices, and to build capacity for scaling up MTSS-I ▪ SLTs convene frequently (at least monthly) to review implementation progress, make decisions, and engage stakeholders in meaningful ways that increase their commitment to the work ▪ SLTs are focused on implementing the MTSS-I Pilot Framework with fidelity and supporting instructional staff in using EBPs with fidelity 	<ul style="list-style-type: none"> ▪ SLT member rosters include well-qualified representatives from multiple stakeholder groups in the system ▪ Recommended practices and structures for effective team functioning are well-defined and used consistently ▪ SLTs convene at recommended frequency ▪ SLTs achieve at least 85% attendance at each meeting ▪ Co-created products have been communicated and made accessible 	<p>Document Review and Analysis (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</p> <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT 	Annually
1.8 Develop Continuous Improvement Plans (i.e., support plans, strategic goals) to identify support for SSIP schools and to help MTSS-I coaches monitor performance and build team capacity	<ul style="list-style-type: none"> ▪ Continuous Improvement Plans (i.e., support plans, strategic goals) are developed by MTSS-I Center coaches using fidelity data 	<ul style="list-style-type: none"> ▪ Support Plans were created collaboratively with input from all members of the team. ▪ 100% of implementation team members have agreed to the Support Plan ▪ Support 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 ▪ Each implementation team plans to engage in a short-cycle, team performance review/self-assessment activity at least once, quarterly or annually, depending on the meeting schedule. ▪ Each team plans to participate in a Capacity Assessment at least once annually. 	<p>Document Review and Analysis (sources: meeting schedule, agendas, minutes; member roster; team guidance documents/protocols; work plans)</p> <ul style="list-style-type: none"> ▪ Capacity assessments are identified for DLTs to measure use and fidelity of implementation drivers' best practices ▪ Using the Tiered Fidelity Inventory (TFI) and Reading- Tiered Fidelity Inventory (R-TFI) as collection methods, the team performance is measured 	Annually
1.6 Disseminate information about the MTSS-I Pilot Framework to the	<ul style="list-style-type: none"> ▪ Communication system of bi-directional pathways is installed to 	<ul style="list-style-type: none"> ▪ Contacts from the MTSS-I Center to the IHEs 	<p>Document Review and Analysis (sources: emails)</p>	Annually

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
Institutions of Higher Education (IHEs).	reach the IHEs and increase commitment and engagement.			

Table 7. Strategy I Outcomes Evaluation

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
1.1 There is improved collaboration and communication across NYSED offices and between State, regional, and district-level implementation teams	<ul style="list-style-type: none"> ■ A majority of SSIP participants report using clearly defined protocols to communicate with other teams and stakeholders with consistency ■ A majority of SSIP participants report a high degree of satisfaction/perceived improvement in communication between groups involved in the project ■ Scores increase in relevant indicator areas on the State, and district Capacity Assessments 	<p>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by level of the system <p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators aligned with fidelity measures
1.2 There is increased collective understanding and shared ownership of the MTSS-I Pilot Framework and EBPs as measured by a capacity assessment	<ul style="list-style-type: none"> ■ 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 district-level Capacity Assessment 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT
1.3 There is increased coordination and reduced duplication of effort in the planning and provision of services to cohort schools	<ul style="list-style-type: none"> ■ A majority of SSIP Participants report the coordination of services to SSIP Schools from the MTSS-I Center, has improved to a great/moderate extent ■ Scores increase in relevant indicator areas on the district-level Capacity Assessments 	<p>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by level of the system <p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators
1.4 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"> ■ 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>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by level of the system

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
1.5 There is increased communication between the MTSS-I Center and IHEs	<ul style="list-style-type: none"> ▪ The number of contacts between the IHEs and the MTSS-I Center increase 	Annual Document Review <ul style="list-style-type: none"> ▪ Count of emails sent and received by MTSS-I Center staff ▪ Number of IHE attendees at the Virtual Learning Summit (VLS)
1.6 Adaptive, facilitative policies and plans are in place at the State and district levels to support sustainability and scale-up of the NYSED MTSS-I Pilot Framework	<ul style="list-style-type: none"> ▪ There is evidence of plans to support statewide implementation of the MTSS-I Pilot Framework ▪ Scores increase in relevant indicator areas on the district-level Capacity Assessments. 	Annual Document Review <ul style="list-style-type: none"> ▪ Review of official NYSED policy documents/communications related to MTSS-I implementation and systemic improvement utilizing learning from the SSIP ▪ Inventory of organizational documents, resources, etc.
1.7 There is increased alignment and collective reinforcement of NYSED’s priorities and initiatives as measured by the States Fidelity Assessment	<ul style="list-style-type: none"> ▪ A majority of SSIP Participants report evidence of efforts to align/integrate NYSED priorities and initiatives to support a focus on MTSS-I implementation 	Annual Document Review <ul style="list-style-type: none"> ▪ Review of official NYSED policy documents/communications related to MTSS-I implementation and systemic improvement utilizing learning from the SSIP ▪ Inventory of organizational documents, resources, etc Participant Survey

Table 8. 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
2.1 Define EBPs to support Literacy and Positive Behavioral Interventions and Supports (PBIS) within the MTSS-I Pilot Framework	<ul style="list-style-type: none"> ▪ The MTSS-I and EBPs to support literacy and PBIS within the MTSS-I Pilot Framework are clearly defined (knowable, doable, assessable) and operationalized. 	<ul style="list-style-type: none"> ▪ EBPs have been approved by State Leadership Teams ▪ Features and components of EBPs are anchored in research ▪ Features and components of EBPs demonstrate appropriate fit/feasibility for application in the MTSS-I cohorts ▪ EBPs include clearly defined look-fors to help identify fidelity 	Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products)	Annually

2.2 Create a web-based MTSS-I resource library to store and share resources developed for the SSIP schools and other various stakeholders	<ul style="list-style-type: none"> ■ MTSS-I Center creates and maintains the library with products developed and refined by the SSIP implementation teams ■ A comprehensive set of aligned implementation tools and guidance materials are shared on the MTSS-I resource library and accessed by MTSS-Implementation teams and stakeholders 	<ul style="list-style-type: none"> ■ Resource library is online ■ Resource library content reflects comprehensive, up-to-date information in an easily consumable format ■ All SSIP implementation teams have received access to the space ■ There is evidence of frequent visits from multiple users 	<p>Document Review and Analysis (sources: meeting materials referencing the development of the website; previews of content, etc.)</p> <p>Google Analytics</p>	Annually
2.3 Develop a comprehensive set of implementation tools and guidance materials	<ul style="list-style-type: none"> ■ State specialized workgroups creates practical, integrated implementation tools, data collection tools, and guidance materials 	<ul style="list-style-type: none"> ■ Implementation tools and guidance are finalized ■ Implementation tools and guidance are adequate to support initial implementation/ usability testing 	<p>Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products; reports from Regional and School district representatives)</p>	Annually

Table 9. Strategy II Outcomes Evaluation

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
2.1 The MTSS-I and implementation tools are compatible with other State/local models and with improvement processes currently in use	<ul style="list-style-type: none"> ■ There is documented evidence of alignment and integration between the MTSS-I Pilot Framework and systems and practices in use at the State and local levels ■ A majority of SSIP Participants report a high degree of compatibility and integrity between the MTSS- I Pilot Framework and systems currently in place; a majority report little or no barriers to implementation due to lack of “fit” 	<p>Document Review</p> <ul style="list-style-type: none"> ■ Review of the MTSS-I Pilot Framework documents along with other state/local models identified in initiative inventories to examine compatibility <p>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by level of the system
2.2 MTSS-I Cohort schools have improved access to up-to-date implementation resources and contextualized guidance	<ul style="list-style-type: none"> ■ 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 district-level Capacity Assessment 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
2.3 MTSS-I cohorts have increased their utilization of implementation tools developed by the MTSS-I Center and are satisfied with practicality and ease of use	<ul style="list-style-type: none"> ▪ 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 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ▪ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT
2.4-Tiered Fidelity Implementation Checklists have been refined and validated for use in scale up provided to SSIP districts and schools by MTSS-I Center coaches	<ul style="list-style-type: none"> ▪ A majority of site-level leaders and staff report the professional development, technical assistance, and coaching they've received from the MTSS-I Center has been high-quality ▪ Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans 	<p>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ▪ Likert Scale items assessing relevant indicators ▪ Short open response items gathering descriptive data ▪ Disaggregation by level of the system <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT

Table 10. 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
3.1 Define the Professional Development and Coaching Delivery Models to use to support the implementation of the MTSS-I Pilot Framework	<ul style="list-style-type: none"> ▪ Specialized workgroups define the critical components of high-quality professional development and coaching to support the implementation of the MTSS-I- Pilot Framework ▪ Critical components of the delivery model are operationalized into Practice Profiles to be used by MTSS-I Center coaches 	<ul style="list-style-type: none"> ▪ Professional development and Coaching Delivery Models are approved by the Specialized workgroups ▪ Features and components of the Models are anchored in research ▪ Features and components of Models demonstrate appropriate fit/feasibility for application ▪ The Professional Development and Coaching Delivery Models include clearly defined look-fors to help identify fidelity 	<p>Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products)</p> <p>Observations (Evaluator)</p>	Annually
3.2 Develop a Comprehensive Training Plan as informed by results of the tiered fidelity measures (DCA, R-TFI, TFI)	<ul style="list-style-type: none"> ▪ Training Model is created to target learning needs of the layers of implementers: district and school leaders/implementation teams, school-level instructional staff ▪ Plan is created to provide 	<ul style="list-style-type: none"> ▪ Training Model and Comprehensive Planning documents have been reviewed and approved by the specialized workgroups ▪ Professional development needs assessment and evaluation processes 	<p>Document Review and Analysis (sources: meeting schedule, Professional Development days, agendas, minutes; work</p>	Annually or as needed

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
	<p>foundational training in each SSIP school for those responsible for initial implementation of the MTSS-I; the Plan includes the use of needs assessments and evaluation of professional development events/activities</p> <ul style="list-style-type: none"> ▪ The Professional Development Plans used to support implementation of MTSS-I Pilot Framework and EBPs are aligned with MTSS-I cohort schools fidelity scores. During implementation, the MTSS-I Center also follows the Plan, Do, Study, Act (PDSA) Cycle to ensure continuous improvement 	<p>and/or instruments have been designed, are aligned with the Model, and are practical to implement</p>	<p>products; all following the Plan, Do, Study, Act (PDSA) cycle</p> <p>Observations (Evaluator)</p>	
<p>3.3 Develop a Comprehensive Coaching Plan to support and improve implementation fidelity of the DLT and SLT</p>	<ul style="list-style-type: none"> ▪ MTSS-I Center coaches are trained in facilitation and coaching skills (i.e., Plan Do Study Act) to support effective implementation of the MTSS-I Pilot Framework and EBPs ▪ MTSS-I Center coaches receive ongoing technical assistance and coaching to support their facilitation of fidelity implementation of the MTSS-I Pilot Framework and EBPs ▪ The Professional Development Plans used to support the implementation of MTSS-I and EBPs are aligned with MTSS-I cohort schools fidelity scores. During implementation, the MTSS-I Center also follows PDSA Cycle to ensure continuous improvement 	<ul style="list-style-type: none"> ▪ Comprehensive Planning documents have been reviewed and approved by the Specialized Workgroups ▪ Coaching needs assessment and evaluation processes and/or instruments have been designed, are aligned with the Model, and are practical to implement 	<p>Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products, and comprehensive coaching plans)</p> <p>Observations (Evaluator)</p>	<p>Annually</p>
<p>3.4 Provide foundational training in Initial Implementation of MTSS-I for teams in the SSIP schools</p>	<ul style="list-style-type: none"> ▪ Staff and leaders at SSIP schools are trained in effective implementation of the MTSS-I Pilot Framework and EBPs ▪ District and school-level 	<ul style="list-style-type: none"> ▪ 70% or higher of members on district SSIP teams participate in foundational training activities ▪ 70% or higher of instructional staff at SSIP schools participate in foundational 	<p>Document Review and Analysis (sources: event attendance records, support plans, reports from regional and school</p>	<p>Annually</p>

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
	instructional staff are provided with quality training based on high priority needs	training activities	district representatives) Observations (Evaluator) Check-in Survey for stakeholders participating on State-level SSIP teams	
3.5 Build collaboration between the MTSS-I Center and the Educational Partnership through on-site coaching, training, and professional development	<ul style="list-style-type: none"> ▪ Educational Partnership staff are provided with quality training on the MTSS-I Pilot Framework 	<ul style="list-style-type: none"> ▪ A majority of Educational Partnership staff participate in MTSS-I Pilot Framework training activities 	Document Review and Analysis (sources: event attendance records, support plans, reports from regional and school district representatives)	Annually
3.6 Provide professional development related to MTSS-I at the VLS and bootcamp	<ul style="list-style-type: none"> ▪ MTSS-I participants are provided with quality training to support MTSS-I implementation through the VLS and bootcamp 	<ul style="list-style-type: none"> ▪ A majority of SSIP participants participate in MTSS-I training activities 	Document Review and Analysis (sources: event attendance records, support plans, reports from regional and school district representatives)	Annually
3.7 Provide ongoing professional development on MTSS-I through webinars and hangouts	<ul style="list-style-type: none"> ▪ Staff and leaders at SSIP schools receive ongoing technical assistance and coaching to support their fidelity implementation of the MTSS-I Pilot Framework and EBPs 	<ul style="list-style-type: none"> ▪ A majority of members on regional-level SSIP teams receive technical assistance/coaching to help them support implementation as per their professional learning plans ▪ All district and school SSIP teams receive agreed upon dosage of technical assistance /coaching from the MTSS-I Center to help them support implementation as per the Support Plans ▪ A majority of instructional staff at SSIP schools receive agreed upon dosage of technical assistance/coaching from MTTSS-I Center coaches to help them support implementation as per the Support Plans, etc 	Document Review and Analysis (sources: coaching logs, communication logs, Support Plans, reports from regional and school district representatives) Training evaluation Survey	Annually or as needed

Table 11. Strategy III Outcomes Evaluation

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
3.1 Staff and leaders at SSIP schools increase their understanding, self-efficacy to implement, and use of the MTSS-I Pilot Framework and EBPs	<ul style="list-style-type: none"> ■ Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans 	<p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT
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	<ul style="list-style-type: none"> ■ 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 district- level Capacity Assessment 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT
3.3 School district leaders participating in the NYSED MTSS-I Pilot Framework increase their use of leadership practices aligned with MTSS-I Implementation	<ul style="list-style-type: none"> ■ 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 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ■ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT
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	<ul style="list-style-type: none"> ■ A majority of site-level leaders and staff report the professional development, technical assistance, and coaching they've received from the MTSS-I Center has been high quality ■ Scores increase in relevant indicator areas on the school- wide/system-level fidelity assessments identified in Support Plans 	<p>Annual Participant Survey of All SSIP Participants</p> <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by level of the system <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT
3.5 Staff and leaders at SSIP schools increase their use of fidelity MTSS-I data to inform decisions	<ul style="list-style-type: none"> ■ Scores increase in relevant indicator areas on the school- wide/system-level fidelity assessments identified in Support Plans 	<p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ■ SLT

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
3.6 Staff and leaders at the SSIP schools have increased implementation fidelity of EBPs related to literacy and PBIS within MTSS-I	<ul style="list-style-type: none"> ▪ Scores increase in relevant indicator areas on the school- wide/system-level fidelity assessments identified in Support Plans 	Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLT Reading-Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLT

Table 12. 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
4.1 Establish Fidelity Measures and Evaluation Plan for collecting, analyzing and reporting actionable MTSS-I data	<ul style="list-style-type: none"> ▪ Specialized workgroups define the critical components for MTSS-I ▪ 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 school districts-based Data Mentor/Data Coordinator ▪ The SSIP data collection plans are communicated to the teams ▪ The MTSS-I data system and evaluation plan are implemented and coordinated across all teams within SSIP schools 	<ul style="list-style-type: none"> ▪ SSIP Evaluation Plan is approved by NYSED and the Specialized workgroups ▪ All SSIP sites have received the data collection plan for the year 	Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products, and evaluation plan)	Annually or as needed
4.2 Administer Implementation Capacity Assessments (e.g., DCA, TFI, R-TFI) to MTSS-I system-level teams	<ul style="list-style-type: none"> ▪ System-level teams are provided with an orientation to the Capacity Assessment tools and processes ▪ System-level teams participate in the annual Capacity Assessment led by a trained facilitator 	<ul style="list-style-type: none"> ▪ DLTs collect Type 4 baseline data ▪ DLTs use this data to assess needs, update Improvement Plans/Support Plans and make goals for the year ▪ MTSS-I Center coaches use this data to assess needs, update workplans and make goals for the year ▪ MTSS-I Center uses this data to assess needs, update plans and set goals for the year 	Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products; record of completed assessments, updated support plans)	Annually

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
4.3 Collect comprehensive baseline data and update improvement/implementation plans (i.e., support plans, strategic goals) using fidelity data	<ul style="list-style-type: none"> ▪ SLTs collect baseline data ▪ SLTs set goals and benchmarks for the year via the Support Plan 	<ul style="list-style-type: none"> ▪ All SSIP Schools have collected the critical data elements as per the guidance from the MTSS-I Pilot Framework and in accordance with their Support Plans ▪ Fidelity measures are reviewed by MTSS-I Center coaches and used to develop/update Implementation Plans (i.e., support plans, strategic goals) using treatment integrity data 	Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products; record of completed assessments, and those data, updated support plans)	Annually
4.4 Develop MTSS-I Data Dashboards to communicate performance and progress	<ul style="list-style-type: none"> ▪ Implementation teams have created dashboards to communicate progress using indicator data (capacity, reach, fidelity, impact) ▪ Data Dashboards display implementation progress and performance metrics which are frequently updated and accessible to all stakeholders 	<ul style="list-style-type: none"> ▪ 100% of SSIP Implementation Teams have a functioning Data Dashboard 	Document Review and Analysis (sources: meeting schedule, agendas, minutes; work products; preview of dashboards)	Annually or as needed

Table 13. Strategy IV Outcomes Evaluation

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
4.1 Staff, leaders, and stakeholders at SSIP schools increase access and use of the MTSS-I data system for continuous improvement	<p>Across All SSIP Districts and Schools:</p> <ul style="list-style-type: none"> ▪ A majority of SSIP site-level leaders and staff report regularly accessing and using data from the behavior and literacy data systems ▪ Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans 	<p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT <p>Reading-Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT
4.2 Support Plans for SSIP districts and schools show increased alignment with the goals of MTSS-I implementation	<ul style="list-style-type: none"> ▪ There is documented evidence to demonstrate that district and building-level improvement plans are increasingly aligned with the MTSS-I Pilot Framework 	<p>Annual Participant Survey of all SSIP Participants</p> <ul style="list-style-type: none"> ▪ Likert Scale items assessing relevant indicators ▪ Short open response items gathering descriptive data ▪ Disaggregation by stakeholder group/ level of the system

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
4.3 Staff, leaders, and stakeholders at SSIP Cohort schools experience increased satisfaction with the communication and use of progress monitoring data	<ul style="list-style-type: none"> ▪ 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 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ▪ Items assessing relevant indicators <p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT
4.4 SSIP Cohort schools increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS-I progress and outcome data (student, practitioner, school, district)	<ul style="list-style-type: none"> ▪ Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans 	<p>Tiered Fidelity Inventory</p> <ul style="list-style-type: none"> ▪ SLT
4.5 Teams increase their capacity to systematically collect, analyze, and communicate to stakeholders MTSS-I progress and outcome data	<ul style="list-style-type: none"> ▪ Scores increase in relevant indicator areas on the district-level Capacity Assessment 	<p>Annual Capacity Assessments administered to district-level SSIP teams</p> <ul style="list-style-type: none"> ▪ Items assessing relevant indicators
4.6 SSIP schools demonstrate progress toward achieving benchmark targets for students with disabilities, including students in specified sub-groups, identified in their Support Plans	<ul style="list-style-type: none"> ▪ Grades 3-5 students improve scores on identified literacy benchmark assessments 	<p>Literacy Benchmark Assessment Data</p> <ul style="list-style-type: none"> ▪ Aggregated and disaggregated by student sub-population

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	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Multiple conversations have taken place/ communication exchanged between the MTSS-I Center coaches and SSIP districts and schools about implementation readiness 	<p>Document Review and Analysis (sources: meeting agendas, minutes; communication logs; Support Plans)</p>	<p>Annually or as needed</p>

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
	information and assistance from the MTSS-I Center to prepare staff and stakeholders to participate in the SSIP			
5.2 Create a Commitment and Participation Agreement between the MTSS-I Center and the SSIP schools establishing mutual understanding and commitments	<ul style="list-style-type: none"> ■ NSYED collaborates with stakeholders to design the Partnership Agreement to participate in the SSIP project ■ The agreement is formalized and signed in a meeting facilitated by the NSYED ■ The State and SSIP schools for a 3-year partnership 	<ul style="list-style-type: none"> ■ Reviewed Partnership Agreements have been signed by the District Superintendents and Building Principals at all SSIP schools 	Document Review and Analysis (sources: meeting minutes; SSIP Project Manager report)	Upon Completion
5.3 Create a public website for communicating MTSS-I project information	<ul style="list-style-type: none"> ■ Specialized workgroups develop content and parameters for the website ■ MTSS-I website is created and launched ■ A public MTSS-I website is launched with clear guidance for stakeholders about how to use the site and how to submit feedback 	<ul style="list-style-type: none"> ■ Website content reflects comprehensive, up-to-date information in an easily consumable format ■ All SSIP Implementation Teams have received the link to the website ■ There is evidence of frequent visits from multiple users 	Document Review and Analysis (sources: meeting materials referencing development of the website; previews of content; communications) Google Analytics	Annually or as needed
5.4 Develop an MTSS-I VLS	<ul style="list-style-type: none"> ■ MTSS-I Center, DLand the Web and Media Team collaborate to create a VLS for practitioners participating in the SSIP and IHEs ■ Activities are planned to build engagement ■ MTSS-Stakeholders receive guidance on the importance of and how to participate in the VLS 	<ul style="list-style-type: none"> ■ All SSIP schools have been invited to participate in the VLS ■ There is evidence of planned activities to bring together implementation teams across the SSIP districts and schools 	Document Review and Analysis (sources: communication logs; meeting minutes, participation data) Observations (Evaluator)	Annually or as needed
5.5 Support the organization of District-driven activities to engage parents from the local communities in learning about and	<ul style="list-style-type: none"> ■ Specialized workgroups work with Parent Training and Information Centers (PTIC) to explore best practices for engaging parents in learning activities 	<ul style="list-style-type: none"> ■ All SSIP Districts and Schools are offering families opportunities to learn about MTSS-I 	Document Review and Analysis (sources: communication logs; meeting minutes, and agendas)	Annually or as needed

Activities	Outputs Results of Activities	Performance Indicators to assess Implementation Progress	Measurement Data Collection Methods	Timeline
contributing to the MTSS-I Pilot Framework	<ul style="list-style-type: none"> ■ MTSS-I Center coaches collaborate with DLTs, and SLTs to support activities, evaluate the process and impact of activities, and develop guidance for sustainability and replication ■ SSIP schools receive support and assistance designing and offering engagement events/opportunities to local families and community members 			

Table 15. Strategy V Outcomes Evaluation

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
5.1 Among district and school leaders from SSIP schools, there is increased satisfaction, as measured by surveys, with NYSSED in their efforts to improve systems and outcomes for students with disabilities	<ul style="list-style-type: none"> ■ A majority of SSIP site-level leaders and staff report a high degree of satisfaction with the MTSS-I Center in their efforts through the SSIP to help schools improve systems and outcomes for students with learning disabilities ■ SSIP site-level leaders and staff describe evidence of satisfactory experiences in this area 	Annual Participant Survey of All SSIP Participants <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by stakeholder group/ level of the system
5.2 There is increased activity on the MTSS-I public website	<ul style="list-style-type: none"> ■ A majority of SSIP site-level leaders and staff report accessing the SSIP public website ■ A majority of SSIP site-level leaders and staff report sharing access to the SSIP public website with 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 	Annual Participant Survey of All SSIP Participants <ul style="list-style-type: none"> ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data ■ Disaggregation by stakeholder group/ level of the system Google Analytics to measure website traffic
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 Partnership	<ul style="list-style-type: none"> ■ There is documented evidence of increased enrollment over time at local PTIC events ■ Scores increase in relevant indicator areas on the school- wide/system-level fidelity assessments identified in Support Plans 	PTIC Event Evaluation <ul style="list-style-type: none"> ■ Attendance aggregate Tiered Fidelity Inventory <ul style="list-style-type: none"> ■ SLT

Outcomes	Performance Indicators to assess progress toward/achievement of Outcomes	Measurement Data Collection Methods
5.4 Among families and community members from SSIP schools, there is increased awareness and understanding of MTSS-I, and how it supports outcomes for all students and students with disabilities	<ul style="list-style-type: none"> ■ A majority of family and community members attending PTIC events report increased awareness and understanding of the MTSS-I Pilot Framework and how it supports outcomes for all students and students with disabilities 	PTIC Event Evaluation <ul style="list-style-type: none"> ■ Attendance aggregated and disaggregated ■ Likert Scale items assessing relevant indicators ■ Short open response items gathering descriptive data
5.5 Among families and community members from SSIP schools, there is increased involvement of families of all cultural and linguistic backgrounds in the special education process and school decision-making about the MTSS-I Pilot Framework	<ul style="list-style-type: none"> ■ There is documented evidence of increased enrollment over time at local PTIC events ■ Scores increase in relevant indicator areas on the school-wide/system-level fidelity assessments identified in Support Plans 	PTIC Event Evaluation <ul style="list-style-type: none"> ■ Attendance aggregate and disaggregate by direct school affiliation versus community and by primary language Tiered Fidelity Inventory <ul style="list-style-type: none"> ■ SLT

There are two goals set for long-term outcomes. First, the SiMR focus on students with learning disabilities in grades 3-5 continues to be evaluated using State English Language Arts (ELA) assessments. Second, that data needed from schools and districts will align with data already collected for the State Personnel Development Grant (SPDG) evaluation. The student outcomes for the SPDG evaluation are not constrained to students with learning disabilities, and the school data systems are not configured to directly extract this disability-specific data.

Table 16. Long-term Outcomes Evaluation

Long-term Outcomes	Outputs Results of Activities	Measurement Data Collection Methods
SiMR: For students classified as students with learning disabilities (LD) in SSIP Pilot Schools (grades three through five), increase the percent of students scoring at proficiency levels 2 and above on the New York grades three through eight English Language Arts (ELA) assessment.	Across All SSIP Schools: <ul style="list-style-type: none"> ■ Increased percentage of LD Grade 3 students scoring at levels 2, 3, and 4 on New York State ELA assessment ■ Increased percentage of LD Grade 4 students scoring at levels 2, 3, and 4 on New York State ELA assessment ■ Increased percentage of LD Grade 5 students scoring at levels 2, 3, and 4 on New York State ELA assessment 	New York State ELA Exams for Grades 3, 4, 5 <ul style="list-style-type: none"> ■ Longitudinal comparison (3-4 years) ■ 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: <ul style="list-style-type: none"> ■ Grades 3-5 students improve scores on identified literacy benchmark assessments 	Literacy Benchmark Assessment Data <ul style="list-style-type: none"> ■ Aggregated and disaggregated by student sub- population

Long-term Outcomes	Outputs Results of Activities	Measurement Data Collection Methods
2 Grades 3-5 students with disabilities demonstrate improved behavior	Across All SSIP Schools: <ul style="list-style-type: none"> ▪ Grades 3-5 students receive fewer office disciplinary referrals 	School-wide Reports <ul style="list-style-type: none"> ▪ Office Discipline Referrals aggregate and disaggregate
3 Grades 3-5 students with disabilities in cultural subgroups demonstrate improved behaviors	<ul style="list-style-type: none"> ▪ SSIP Implementation Teams collaborate to create a Network Improvement Community inclusive of practitioners and families participating in the SSIP ▪ Activities are planned to build engagement 	School-wide Reports <ul style="list-style-type: none"> ▪ Office Discipline Referrals disaggregated by race and ethnicity
4 Practitioners increase MTSS-I Implementation integrity	Across All SSIP Schools: <ul style="list-style-type: none"> ▪ Schools improve their scores in the fidelity measures for PBIS and Literacy MTSS-I implementation 	Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLTs Reading-Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLT
5 There is increased organizational capacity (high functioning teams) and improved infrastructure (facilitative support systems) at the State and local levels to support and sustain implementation of MTSS-I	Across All SSIP Districts: <ul style="list-style-type: none"> ▪ Districts improve their scores in the development of capacity to support MTSS- I Implementation 	Capacity Assessment⁴ Data <ul style="list-style-type: none"> ▪ DLTs
6 NYSED formally adopts the NYSED MTSS-I Pilot Framework as the statewide model	Across the State: <ul style="list-style-type: none"> ▪ As shared on the NYSED Website ▪ Stakeholder Meetings ▪ Memos to NYSED offices ▪ Communication via listservs and NYSED weekly to School districts and communities 	Document Review (email and websites)
7 SSIP districts increase the number of schools implementing the MTSS-I Framework	Across All SSIP Districts: District leaders develop plans to scale up MTSS-I district-wide	Data from the Districts
8 SSIP schools increase fidelity implementation of the MTSS-I Framework	Across All SSIP Schools: Schools improve their scores in the fidelity measures for PBIS and Literacy MTSS-I Implementation	Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLT Reading-Tiered Fidelity Inventory <ul style="list-style-type: none"> ▪ SLT

⁴ 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).