

VT SSIP EVALUATION PLAN

1. Systems Focus: Educators, strategic leaders at school, district and state levels and stakeholders commit to systemic improvement using continuous improvement cycles.

Table 1: Systems-Level Outputs

Systems-Level Outputs: Table 1 lists the outputs identified in the systems-level logic model. The purpose of this analysis is to monitor the completion of systems-level SSIP outputs. The review of the status of SSIP outputs would be a standing item on Core Team meeting agendas.

| Outputs | Data Source | Data Collection Method | Analysis | Time Frame |
|---|--------------------------------|---|--|---------------------------|
| Scope and sequence for systems coaching is defined | Landscape review | Documentation provided by systems coaches and AOE staff | Content review by Core Team | Reviewed each summer |
| Recruitment tools developed/reviewed and Informational meetings held | Copy of tools | AOE provides documentation | Core Team reviews and ensures these activities are completed | Reviewed each summer/fall |
| Number of monthly systems coaching contacts per SU | Coaching log | Systems coaches enter data | Frequency analysis and review by Core Team | Ongoing |
| Process and outcome measures are created and implemented to guide SSIP systems coaching | SPPOT spreadsheet | Systems coaches submit | Content analysis | BOY |
| CORE and Transformation Teams review SPPOT data regularly | Meeting agendas | Shared at each meeting | Core Team reviews and ensures these activities are completed | Ongoing |
| Systems coaches are observed to be effectively coaching | Systems coaching fidelity tool | Coach observed by AOE VTmtss staff | Frequency analysis | BOY and EOY |
| Annual SSIP Participant and Stakeholder Meetings are held each year to share and review SSIP and other pertinent data | Documentation of data sharing | SSIP/SU meeting agendas | Core Team reviews and ensures these activities are completed | Ongoing |
| Quarterly reports summarize data related to instructional coaching | Quarterly reports | Evaluator provided reports | Core Team reviews and ensures these activities are completed | Ongoing |

SPPOT = VT SSIP Systems Process, Planning, and Outcome Tool

Table 2: Systems-Level Outcomes

Systems-Level Outcomes: Table 2 lists the outcomes identified in the systems-level logic model. The purpose of this analysis is to assess the impact of VT SSIP systems-level professional learning on the knowledge and capacity of SU and school teams to support MTSS implementation.

| Outcomes | Data Source | Data Collection Method | Analysis | Time Frame |
|--|--|---|--|------------------------------|
| 80% of SUs and schools achieve 80% of intended process measures related to change ideas categorized by component. 80% of SUs and schools achieve 70% of SSIP-identified outcomes after the second year. | Documentation of process measures and outcomes related to SMART goals, change ideas on SPOTT | Systems coaches submit documentation of SMART goals, process measures, and change idea outcomes | Frequency analyses | BOY, periodically afterwards |
| Selected schools report the selection process was conducted well | Annual SSIP Impact Survey | SSIP evaluator administers survey | Descriptive, frequency, and qualitative analyses | May each year |
| 80% of SSIP participants increased use of data to inform improvement efforts | Annual SSIP Impact Survey | SSIP evaluator administers SSIP Impact Survey | Descriptive, frequency, and qualitative analyses | May each year |
| 80% of SSIP participants report improved capacity of the VT AOE and SU/SDs and schools to support and sustain effective mathematics instruction | Fidelity data | Systems coaches submit fidelity data | Frequency analysis | EOY |
| 80% of SSIP participants report improved capacity of the VT AOE and SU/SDs and schools to support and sustain a supportive, equitable and inclusive school climate and culture for all stakeholders | Annual and Mid-Term SSIP Impact Survey | SSIP evaluator administers Impact Survey | Descriptive, frequency, and qualitative analyses | May each year |

SPPOT = VT SSIP Systems Process, Planning, and Outcome Tool

2. Instructional Focus: Educators, strategic leaders at school, district and state levels and stakeholders use data to drive decisions around high-quality instruction aligned to critical standards that are accessible to all students using continuous improvement cycles.

Table 3: Instructional-Level Outputs

Instructional-Level Outputs: Table 3 contains the outputs identified in the instructional-level logic model. The purpose of this analysis is to monitor the completion of instructional -level SSIP outputs. The review of the status of SSIP outputs would be a standing item on Core Team meeting agendas.

| Outputs | Data Source | Data Collection Method | Analysis | Time Frame |
|--|--|--|--|----------------------|
| Scope and sequence defined | Instructional coach scope & sequence/toolkit | Documentation provided by AOE | Content review by TT | Reviewed each summer |
| 3 EdCamps facilitated each year. X # of All Learners Network training provided specific to students with disabilities | Training schedule Training evaluation forms | Training evaluation form administered and analyzed by evaluator | Descriptive, frequency, and qualitative analyses | After each training |
| Number of monthly instructional coaching contacts per SU school | Coaching Log | Math coaches enter data. Evaluator access the data through coaching log dashboard | Frequency analysis and review by Core Team | Ongoing |
| VT Math Practice Fidelity Tool completed twice per year | VT Math Practice Fidelity Tool | Data collected by instructional coaches and submitted to evaluator after each administration | Frequency analysis | BOY and EOY |
| Coaching plans created and implemented | Coaching plan spreadsheet | Data collected by instructional coaches and submitted to evaluator after each administration | Content analysis | BOY |
| Instructional coaches are observed to be effectively coaching | Instructional coaching fidelity tool | Coach observed by AOE mathematics staff, results submitted to evaluator | Frequency analysis | BOY and EOY |
| Quarterly reports summarize data related to instructional coaching | Quarterly reports | Evaluator provided reports | Core Team reviews and ensures these activities are completed | Ongoing |

Table 4: Instructional-Level Outcomes

Instructional-Level Outcomes: Table 4 contains the outcomes identified in the instructional-level logic model. The purpose of this analysis is to assess the impact of VT SSIP instructional-level professional learning on SU and school teams.

| Outcomes | Data Source | Data Collection Method | Analysis | Time Frame |
|--|--|--|--|----------------------------------|
| 80% of teachers implement SSIP addressed math practices with 70% fidelity | Math Practices Fidelity Tool | Fidelity data submitted to SSIP evaluator by math coaches | Frequency analysis | BOY and EOY |
| 80% of SSIP participants report: <ul style="list-style-type: none"> o PL was high-quality, relevant, useful, and impactful o They provide a more accessible, equitable and inclusive learning environment o increased use of data to inform instructional planning o Greater capacity to implement evidence-based mathematics instruction o Greater capacity to provide instruction with students with disabilities | Annual and Mid-Term SSIP Impact Survey | Evaluator administers survey | Descriptive, frequency, and qualitative analyses | May each year |
| 80% of participating SU and school instructional coaches report greater capacity to support effective math instruction | Annual and Mid-Term SSIP Impact Survey | SSIP evaluator administers Impact Survey | Descriptive, frequency, and qualitative analyses | May each year |
| Increase in % of SWDs that show growth on formative assessments | Formative assessment data | Math coaches obtain data from participating schools and submit to SSIP evaluator | Descriptive and frequency analyses | BOY and EOY |
| Annually, there is an increase of <u>0.5%</u> of SWDs in grades 3, 4, and 5 scoring proficient on state math summative assessments | SBAC and alternate assessment data | AOE assessment staff provide data to SSIP external evaluator | Frequency analysis | Data available in fall each year |
| At least 95% of SWDs spend at least 80% of their instructional time in general education settings. | LRE data | AOE Part B data manager provides data to SSIP external evaluator | Frequency analysis | December 1 Child Count |