

State Systemic Improvement Plan (SSIP) Report Indicator B17 (APR/SPP)

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Part B SSIP Phase III
Year 4 of Implementation (2019-2020)

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A. Summary of Phase III – Year 4

The Vermont Agency of Education shares this progress report addressing the ongoing work of the State Systemic Improvement Plan (SSIP). This report provides data for the 2018-2019 school year and the first half of the 2019-2020 school year. This work would not be possible without continued efforts from Local Education Agency (LEA) Leadership Teams, inclusive of teachers, specialists, administrators and support staff, as well as and the support from families and stakeholders throughout the state.

In previous Phase III reports, Vermont's Agency of Education (AOE) described the Statewide Identified Measurable Result (SiMR), as: *To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4 and 5*; described revisions to previous submissions in Phases I (2015) and II (2016) as well as the collaborative efforts required to further the SSIP work. In the 2018 report, the AOE discussed infrastructure changes that would move the SSIP work from exploration to full implementation and would sustain staff turnover at both the state and local levels. Despite the LEA mergers for two SSIP sites (as part of Vermont's Act 46 which became effective on July 1, 2018), as well as state-level staffing changes within the SSIP work, the VT SSIP Transformation Team was able to continue implementation efforts.

As mentioned in previous VT SSIP reports, the VT SSIP Transformation Team continued to assist in SSIP implementation. The VT SSIP Transformation Team members represent general education, special education, data, and multi-tiered system of supports (MTSS) teams within the AOE, members of the state Positive Behavioral Interventions and Supports (PBIS) team, the external evaluator, SSIP systems coaches, and the national Technical Assistance (TA) facilitator (the full list of members is in Appendix I). Due to staff turnover at the AOE, the Transformation Team often did not have complete representation from general education, special education, or the Vermont Multi-Tiered Systems of Supports (VTmtss) Team, but still met monthly.

In Year 4, the VT SSIP Transformation Team has focused on re-evaluating its membership, building capacity to create an infrastructure aligned to the needs of the VT SSIP Theory of Action [Appendix B], VT SSIP logic model [Appendix C], and VT SSIP evaluation plan [Appendix D]. The focus again for this year's SSIP work was on intentional alignment with local and state initiatives and offering mini-scale-up opportunities to interested LEAs when possible, in order to efficiently prepare for and support full scale-up.

Coherent improvement strategies or principle activities employed during the year (including infrastructure improvement strategies)

Activities since January 2019 continued to focus on infrastructure and systems-development, at the state and local levels, professional learning opportunities, and use of the VTmtss and PBIS frameworks. The AOE also focused on providing technical assistance (TA) in addition to SSIP focused activities to support capacity-building and scale-up within and across the SSIP sites. Early in the implementation of Phase III, Vermont's SSIP sites included three individual schools

within three LEAs. In 2019, one school chose to no longer participate, leaving 12 SSIP schools within five Supervisory Unions. Examples of technical assistance provided include:

- Completion of professional learning on the Educational Benefit Review (EBR) process. The purpose of the EBR was to determine whether a student's current IEP was reasonably calculated for the student to receive educational benefit. It is critical for these students' IEPs to support maximum educational benefit during universal instruction with their peers as promoted in the Theory of Action. While training for SSIP sites was completed during the 2017-2018 school year, the AOE has continued efforts to replicate and sustain the EBR training across the state. More details are provided in Section C.4 on pages 17-18.
- The Vermont Family Engagement Toolkit and Self-Assessment (created by AnLar) was completed in December 2019 and offered as part of the scale-up plan. The Vermont [Family Engagement Toolkit and Self-Assessment](#) was designed to be an easy-to-use, practical guide for educators seeking to develop and maintain growth of school, district, or LEA family engagement work. This Toolkit is only one of many resources available to teachers, administrators, families, and communities to continue to support the academic achievement and success of all children and families they serve.
- During the 2018-2019 school year, the VT SSIP Transformation Team developed a multi-year plan for scale-up of the SSIP work that includes timing and readiness factors at both the local and state level. The VT SSIP Transformation Team continues to analyze implementation data from all Phase III submissions as well as feedback from SSIP sites to determine strengths and weaknesses to inform the VT SSIP implementation scale-up plan. The AOE's current version of the four-year SSIP scale-up plan can be found in Appendix E.

During this reporting period, the VT SSIP Transformation Team with input from stakeholder groups, planned and facilitated both its third and fourth virtual meeting and the annual meeting (May and November 2019) for all SSIP Supervisory Unions and schools.

- The all-day May 2019 annual meeting included a review of data from the 2019 Phase III report, informal opportunities for participants to share successes and challenges, formal presentations from three SSIP sites, and a discussion of next steps. This meeting was planned as a result of high satisfaction from previous annual meetings, a request from SSIP sites to provide additional opportunities for cross-school connections, and as a means to gather stakeholder feedback.
- The November 2019 virtual meeting discussed the current status of the VT SSIP, examined both Vermont and National mathematics assessment data, shared beginning

of year results of the Mathematics Beliefs Survey, and reviewed the role of the VT SSIP systems coaches. Four of the five SSIP sites were represented by the 10 participants.

In the past, SSIP sites stated these activities were an impactful way for sharing progress, challenges, and strategies regarding SSIP implementation. Engaging SSIP participants in the planning of the annual meeting should increase attendance and the relevance of the session's content. The VT SSIP Transformation Team will reach out to teachers and leaders from the SSIP sites to determine the agenda for the upcoming May 2020 annual meeting.

Specific evidence-based practices (EBPs) implemented to date

The AOE continues to focus on developing a continuum of supports for all students in Vermont schools that utilize nationally recognized frameworks for academic and behavioral supports such as: VTmtss and PBIS. These frameworks ensure there is a well-defined universal core program, tailored intensive instruction, and for interventions to be responsive to students. PBIS is a framework of data, systems, and evidence-based practices designed to improve student behavior which in turn allows greater access to academic instruction. The VTmtss framework serves as the basis for EBPs work done by Vermont schools. These five areas include:

- A Systemic and Comprehensive Approach
- Effective Collaboration
- High-Quality Instruction and Intervention
- Comprehensive and Balanced Assessment
- Well-designed Professional Learning/Expertise

The AOE offered SSIP sites professional learning opportunities and resources that are aligned with the long-term outcomes in the VT SSIP logic model. Evidence-based practices and trainings offered to SSIP sites (and other interested parties) include the National Council of Teachers of Mathematics (NCTM) eight effective mathematics teaching practices. Professional learning and resources were provided to SSIP sites and 10 additional LEAs regarding the EBR process during the 2018-2019 school year. The AOE continues to make available any professional learning or technical assistance to all Vermont schools that it offers to SSIP sites as long as there is capacity to do so. This "menu" of offerings helped the AOE to scale-up with the limited resources available.

Highlights of changes to the implementation and improvement strategies

During this reporting period, the SSIP implementation focused on improving proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5. The primary activities implemented in the 2018-2019 school year and first half of the 2019-2020 school year resulted in the outputs and outcomes listed below and align with the Theory of Action and Logic Model.

- Agreements of Responsibility were signed by the five participating SSIP sites in fall 2018 for school years 2018-2019 and 2019-2020;
- A total of five contracts were executed for math professional learning providers, two systems coaches, one PBIS coordinator, and one contract for an external evaluator;
- VT SSIP systems coaches held 31 separate meetings, with 39 distinct coaching activities with the participating sites to continue working on local capacity building;
- SSIP sites received technical assistance and networking opportunities provided virtually and in person;
- PBIS Tiered Fidelity Inventory (TFI) self-assessments were completed at nine schools within the five SSIP sites;
- Since the 2019 Phase III report, professional learning in the NCTM eight mathematics teaching practices was provided to all five SSIP sites in an EdCamp format. To support scale-up activities, beginning in 2018-2019, non-SSIP sites were invited to participate in EdCamp sessions. Participants from 25 non-SSIP sites in 13 LEAs participated during this reporting period. Inherent in the EdCamp format, the focus of each EdCamp were determined by the needs of each audience;
- In December 2019, the Vermont Family Engagement Toolkit and Self-Assessment was finalized as a resource for cultivating relationships between school communities and families and is now available statewide via the AOE website;
- Education Benefit training support continued in the 2019-2020 school year, with expansion to additional non-SSIP sites;
- Vermont has also assisted other states with SSIP integration and implementation through the following national presentation:
 - VT SSIP participating in a panel at the 2019 OSEP Leadership Conference on Scaling Up with MTSS/Implementation Science/PBIS to Improve Outcomes; and
- Four AOE members of the VT SSIP Transformation Team attended the National Center for Systemic Improvement's (NCSI) Convening: Transforming State Systems to Improve Outcomes for Students with Disabilities in December 2019.

The SSIP work continues to utilize technical assistance provided by national organizations including representatives from NCSI, and IDEA Data Center (IDC). Members of the Transformation Team will be in attendance at IDC in Nashville in April 2020. Our NCSI representative is a member of the VT SSIP Transformation Team and helped to facilitate the virtual SSIP networking days. Vermont also participated in both the mathematics and results-based accountability cross-state learning collaboratives from NCSI.

B. Progress in Implementing the SSIP

Narrative Description of Vermont's SSIP Implementation Progress

All five of the SSIP sites have signed and committed to the responsibilities outlined in an agreement with the AOE Agreements of Responsibility. These agreements serve as the set of expectations for the SSIP sites regarding their engagement in the SSIP. This agreement is under continuous review for pertinence, relevance, and sustainability.

Across the educational cascade in Vermont, the SSIP work has identified interconnecting leadership team structures and actions including:

- All five SSIP sites identified members for their leadership teams, including principals, special education directors, and curriculum directors who serve as the coordinating unit for SSIP implementation activities.
- Systems coaches reviewed various LEA documents to gain an understanding of the needs and infrastructures already in place at the SSIP sites, additionally readiness assessments were utilized to triangulate the documents reviewed. To plan supports for them, systems coaches continue to work with local leadership teams to recognize challenges, apply professional learning, and identify areas of need for SSIP implementation and sustainability.
- There are currently six math and coaching contracts in place to support SSIP sites in professional learning.
- Three mathematics professional learning opportunities were developed, and each was repeated regionally to allow more participants to attend. (March 19 and 21, October 15 and 17, 2019, and January 22 and 24, 2020). As part of the post-training evaluation, data were collected regarding the quality and relevance of each of the events. The survey items solicited responses about the extent to which the sessions “meet the stated objectives”, included “effective adult learning principles”, and “provided relevant strategies and information.” There was agreement across all trainings sessions that they were of high quality, relevant, and useful.

Stakeholder involvement in SSIP implementation

The State Director of Special Education has made numerous visits to various stakeholder groups to increase awareness of Vermont's SSIP and SiMR; information and data are currently disseminated through “State of the State Office Hours” with LEA special education administrators. Other SSIP specific information is transmitted through the VT SSIP Transformation Team, specifically through the systems coaches. Updates and data are shared and analyzed with sites at regular virtual networking days. Each site then sets a course of action aligned with their continuous improvement plan.

Stakeholder engagement is imperative to the success of the SSIP work in Vermont, therefore the VT SSIP Transformation Team has intentionally engaged a variety of stakeholder groups. Table 9 of the SSIP Implementation Plan [Appendix F] for the VT SSIP Transformation Team describes specific stakeholder engagement activities to-date that include stakeholder involvement with internal AOE teams, statewide PBIS staff, LEA leadership teams, consultations with national TA providers, and updates/communication to groups or individuals who have expressed interest in this work.

Most recently, AOE staff met with the Vermont Special Education Advisory Council (VSEAC) on March 19, 2020 and reviewed the SSIP; solicited feedback and thoughts of ongoing implementation; received input regarding SPP/APR target setting and amending of the SiMR. VSEAC members were unanimously in favor of expanding the SiMR to all students with disabilities, with the suggestion that data be collected for all disability categories for easier analysis of which groups may fall under disproportionality. The members supported more activities around the coaching model; and recommended more data be collected on equitable access, presence in and engagement of students with disabilities in math classes. The VSEAC, in a previous consultation, decided to keep SPP/APR targets at their current levels; and to reset them next year in view of carefully setting rigorous yet achievable targets. As the SSIP work continues to progress, the membership of the stakeholder groups will continue to be reviewed and redefined. Input and feedback gathered from these stakeholders through engagement activities will be incorporated into the process for scale-up of the SSIP.

C. Data on Implementation and Outcomes

The evaluation plan for the Vermont SSIP was developed during Phase II of the SSIP process, using a participatory evaluation approach in which the external evaluators worked closely with the SSIP Transformation Team to develop an evaluation plan and performance indicators for reporting.

To ensure that the VT SSIP Transformation Team has a means of assessing whether the strategies described in the theory of action are leading toward the desired results, the logic model and evaluation plan include more specific outcomes and measures. These measures include methods to assess changes in infrastructure at both the state and local level, increased skills/knowledge at the school and teacher level, and improved proficiency in mathematics at the student level.

The evaluation measures are mapped to the short, intermediate, and long-term outcomes included in the logic model, as well as timelines for collecting data to address progress. In the short-term, measures are aimed at implementation progress and include increased knowledge (e.g., personnel who are responsible for providing math instruction) gain and skills regarding

improved mathematics instruction, PBIS, and parents' awareness of these practices. For the intermediate outcomes, the measure will examine the fidelity of implementation of the VT SSIP evidence-based practices. These outcomes lead to the long-term outcome of increasing math proficiency for students in grades 3, 4, & 5 and identified with an emotional disturbance.

To ensure the evaluation is on track and provides timely data for decision making, data collection timelines are included in the VT SSIP evaluation plan. These timelines are aligned to the scheduled professional learning and regular administration of self-assessments (e.g., PBIS TFI). In this way, the results can be reported on timelines that are integrated in the regular meeting schedule for the SSIP Transformation Team and stakeholders. The methods include a mix of quantitative and qualitative approaches depending on the nature of the performance measure. Where possible, data collection draws from existing data sources and/or builds on those already being collected to minimize the burden on SSIP sites.

The following charts, tables, and narrative provide and interpret annual performance data for the key performance measures contained in the evaluation plan. These specific performance measures align with the stages of implementation for this year's SSIP reporting period.

Knowledge of NCTM Eight Effective Mathematics Teaching Practices

Four sets of data were used to assess the quality of implementation and impact of the SSIP mathematics professional learning EdCamps. Professional learning included three sets of two regional EdCamp sessions and follow-up instructional mathematics coaching for SSIP sites. The data sets include the results from the February 2020 SSIP Mathematics Impact Survey, EdCamp evaluation data, mathematics coaching log data, and the baseline results of the fall 2019 Mathematics Belief Survey. The C.1 performance measure is the average of the SSIP administrator (94%) and SSIP teacher data (90%), or 92%.

Figure C.1 – Knowledge of NCTM Eight Effective Math Teaching Practices

School Personnel Outcome	Performance Measure	Annual Performance Data
School personnel who are responsible for providing math instruction are knowledgeable about the NCTM Eight Effective Mathematics Teaching Practices.	100% of school personnel participating in math professional learning report increased knowledge in the NCTM Eight Effective Mathematics Teaching Practices.	2018 - 95% 2019 - 90% 2020 - 92%

SSIP Mathematics Impact Survey Results

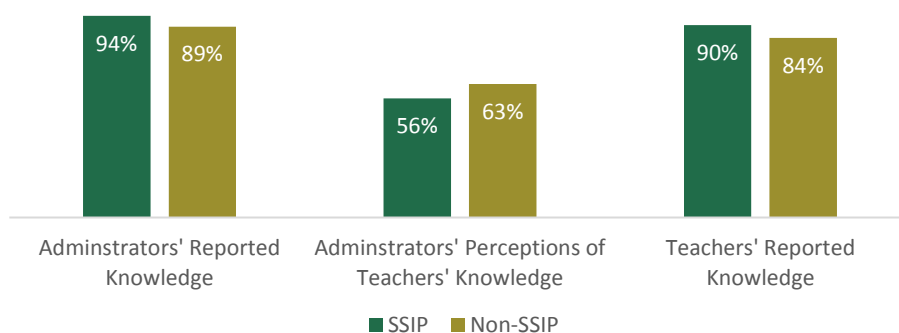
In February 2020, 116 participants from the three VT SSIP EdCamp sessions held during this reporting period were surveyed to gather their perceptions of the impact of the training and coaching provided on (1) their knowledge of the NCTM eight effective mathematics teaching practices, (2) their instructional practices, and (3) students' mathematics performance. Of the 116 people surveyed, 49 responded for a response rate of 42%. Of the 23 teacher respondents, 16 were from SSIP sites and seven were from non-SSIP sites. Of the 26 administrators who responded, 13 were from SSIP sites and 13 were from non-SSIP sites. Qualitative feedback from participants is included in Appendix G.

Knowledge of the NCTM Eight Effective Mathematics Teaching Practices

The first set of questions asked about teachers' perceptions of their level of knowledge of the NCTM eight effective mathematics teaching practices. Chart 1 displays the average results for administrators, administrators' perceptions of their teachers, and for teacher respondents. The results are disaggregated by SSIP and non-SSIP sites.

Administrators from SSIP sites (94%) and non-SSIP sites (89%) were most likely to report they were knowledgeable or very knowledgeable of the NCTM eight effective mathematics teaching practices. Teachers at SSIP sites (90%) and non-SSIP sites (84%) perceived slightly less knowledge of the NCTM eight effective mathematics teaching practices. The lowest ratings were provided by administrators for their teachers' knowledge of the eight NCTM eight effective mathematics teaching practices.

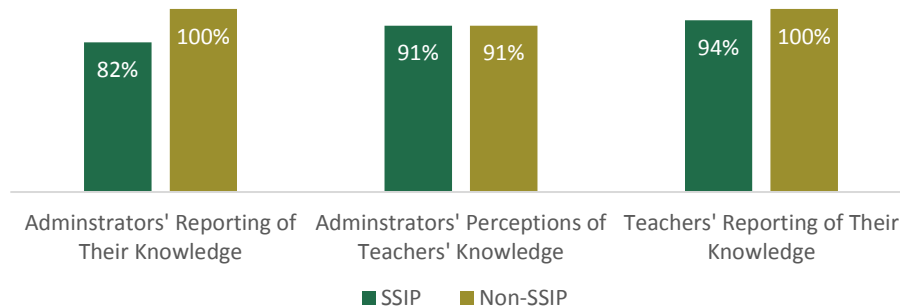
Chart 1: Percent of Respondents Reporting They Were Knowledgeable or Very Knowledgeable about the NCTM Eight Effective Mathematics Teaching Practices



Next, administrators and teachers were asked to rate their knowledge of using evidence-based mathematics teaching practices (Chart 2 on the next page). SSIP administrators rated themselves the lower than non-SSIP administrators, with 82% reporting they were knowledgeable or very knowledgeable about evidence-based mathematics teaching practices. All non-SSIP administrators reported they were knowledgeable or very knowledgeable about evidence-based

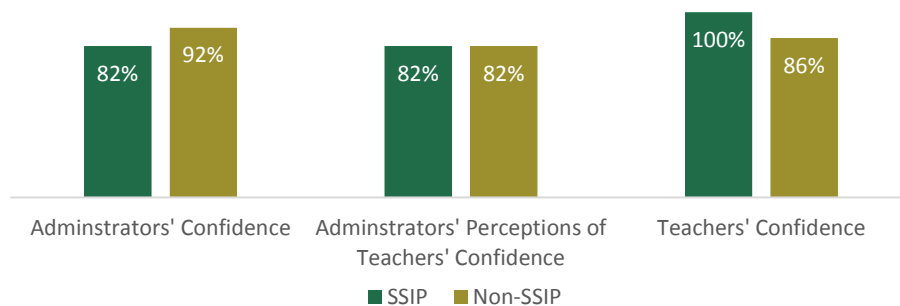
mathematics practices. The SSIP administrators perceived their teachers to have greater knowledge of evidence-based mathematics teaching practices (91%), while 94% of the SSIP teachers felt they were knowledgeable or very knowledgeable about evidence-based mathematics teaching practices. All non-SSIP administrators and teachers who responded perceived they were knowledgeable or very knowledgeable about evidence-based mathematics teaching practices.

Chart 2: Percent of Respondents Reporting They Were Knowledgeable or Very Knowledgeable about Evidence Based Practices for Mathematics



When asked, all SSIP teachers rated their confidence in establishing a culture of learning and high expectations for each and every student, were confident or very confident in their ability to do so, compared to 86% of the non-SSIP teachers (Chart 3). A greater percentage of non-SSIP administrators (92%) were confident or very confident they have established a culture of learning and high expectations for each and every student than SSIP administrators (82%). Both groups of administrators perceived the same degree of confidence (82%) in their teachers' ability to establish a culture of learning and high expectations for each and every student.

Chart 3: Percent of Respondents Reporting They Were Confident or Very Confident in Establishing a Culture of Learning and High Expectations for Each and Every Student



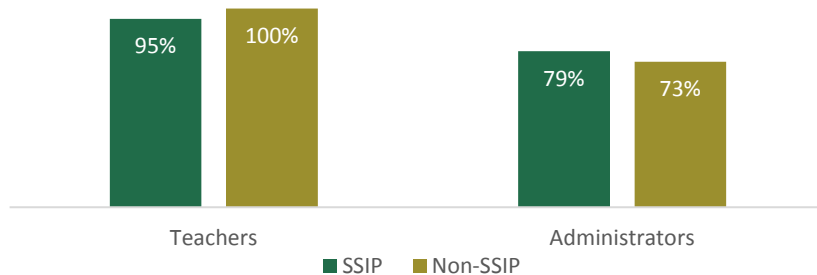
Teacher and Student Outcomes

The last set of questions addressed the impact the SSIP professional learning (EdCamps and follow-up mathematics instructional coaching) had on the teacher and student outcomes bulleted below:

- Mathematics teachers' classroom instructional practices for all students, including those identified with an emotional disturbance, and/or other disabilities;
- Improved math performance of all students, including those identified with an emotional disturbance, and/or other disabilities; and
- Student engagement.

Teachers from SSIP sites (95%) and non-SSIP sites (100%) were in strong agreement that the professional learning impacted their instruction, their students' engagement, and math performance, including students with emotional disturbances (Chart 4). Administrators were in less agreement, with 79% of SSIP administrators and 73% of non-SSIP administrators perceiving an impact on their teachers' instruction and students' mathematics performance.

Chart 4: Percent of Respondents Agreeing or Strongly Agreeing the Professional Learning Had an Impact on Teacher and Student Outcomes



EdCamp Evaluation Results

Three sets of two regional mathematics EdCamp training opportunities were held on March 19 and 21, October 15 and 17, 2019, and January 22 and 24, 2020. Participants included special education and general education teachers, math coaches/interventionists, and school and district administrators from SSIP and non-SSIP schools. The EdCamps provided training on a continuum of math instruction and supports within an MTSS framework. The learning objectives for the last three sets of regional EdCamps are bulleted below:

- Facilitate meaningful mathematical discourse;
- Use and connect mathematical representations;
- Pose purposeful questions;
- Further develop a collective understanding of “equity” and “equitable access” to high levels of learning for all students at the universal level;
- Review specific skills and competences necessary to create learning environments that are responsive to the needs of all students (integration of social, emotional and academic development);
- Explore the alignment of a vision for student success and the educational environments and experiences provided for students and adults; and
- Consider and discuss schools' vision of student success.

During the previous two reporting periods, data from the end-of-training surveys were used to inform the performance measure regarding increased knowledge as a result of the EdCamp professional learning. The survey included an item asking respondents to rate the extent to which they agreed that the session helped them "extend knowledge in topics that are relevant to my needs and those of my school/district."

As shown in Chart 5, on average, 92% of the EdCamp participants from SSIP sites agreed or strongly agreed that their knowledge of the EdCamp content was increased due to their participation. Results across the three EdCamps varied from 87% in January 2020 to 96% at the October 2019 EdCamp. The 92% average score was a small increase from the 90% average score on the 2019 Phase III report, but a small decrease in the percentage of participants reporting increased knowledge from the 95% baseline result reported in the 2018 Phase III report (see Chart 6). Due to the changing participation in each EdCamp session, care must be taken in making comparisons across years.

Chart 5: Knowledge of Training Content after EdCamp

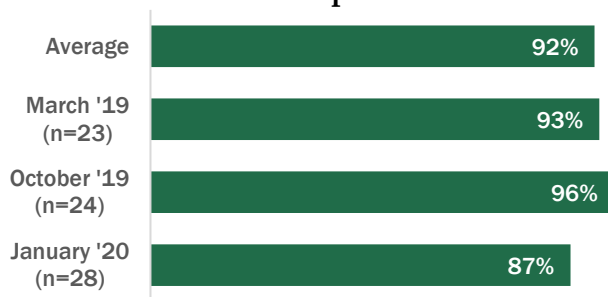
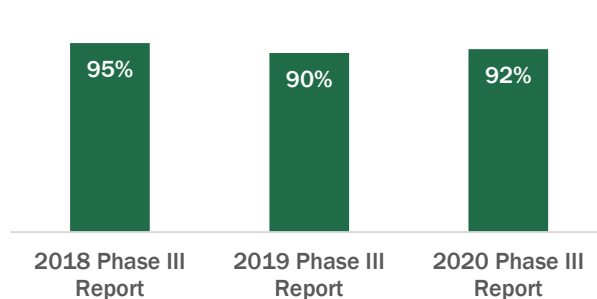
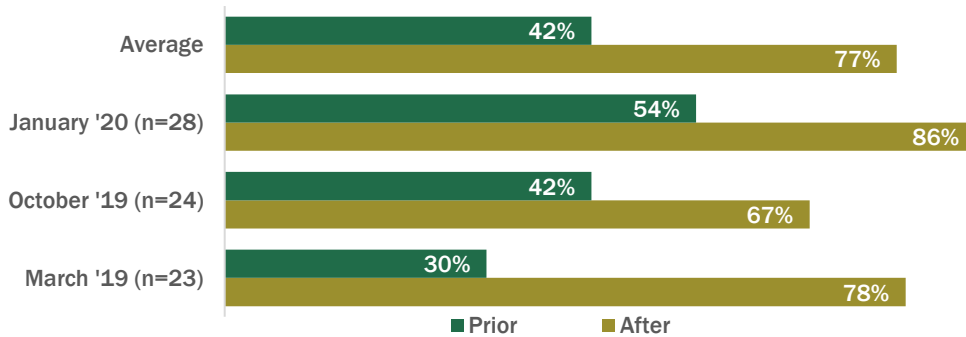


Chart 6: Knowledge of Training Content Over Time



In addition to agreeing that their knowledge increased because of the mathematics professional learning, EdCamp participants also reported they had increased understanding of equitable access to high quality, universal mathematics learning experiences in alignment with schools' vision of success for all students. The respondents were asked to rate their understanding prior to and after the EdCamp session. As shown in Chart 7 (on the next page), participants' understanding increased from prior to the EdCamp (42%) to after the EdCamp (77%). This question was not asked in 2018 and 2019, so no longitudinal data are available.

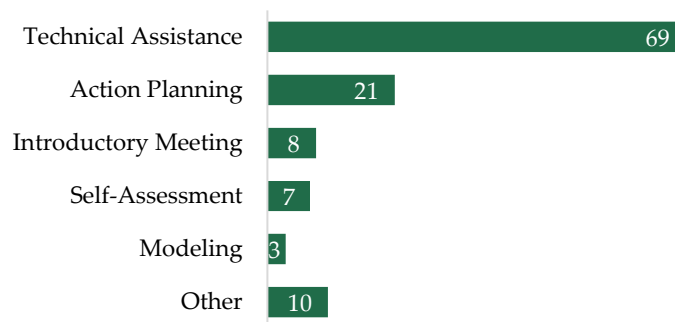
Chart 7: Understanding of equitable access to high quality, universal mathematics learning experiences in alignment with schools' vision of success for ALL students



Mathematics Coaching Log Data

To support the training offered through the EdCamps, on-site instructional-level coaching was provided to math educators at participating SSIP sites. Between February 2019 and January 2020, mathematics coaches made 59 visits to SSIP sites, with a total of 108 coaching activities conducted with mathematics educators in the five participating sites. As shown in Chart 8, the most frequent type of coaching was general technical assistance, followed by action planning. Less coaching time was spent on self-assessments and modeling.

Chart 8: Number and Type of Coaching Activities



The mathematics coaches were asked to identify what outcomes occurred as a result of their coaching. All of the outcomes are themed and included in Appendix H. Table 1 (on the next page) displays the outcome categories and the number of comments listed for each category.

Table 1: Coaching Outcomes as Identified by VT SSIP Mathematics Coaches

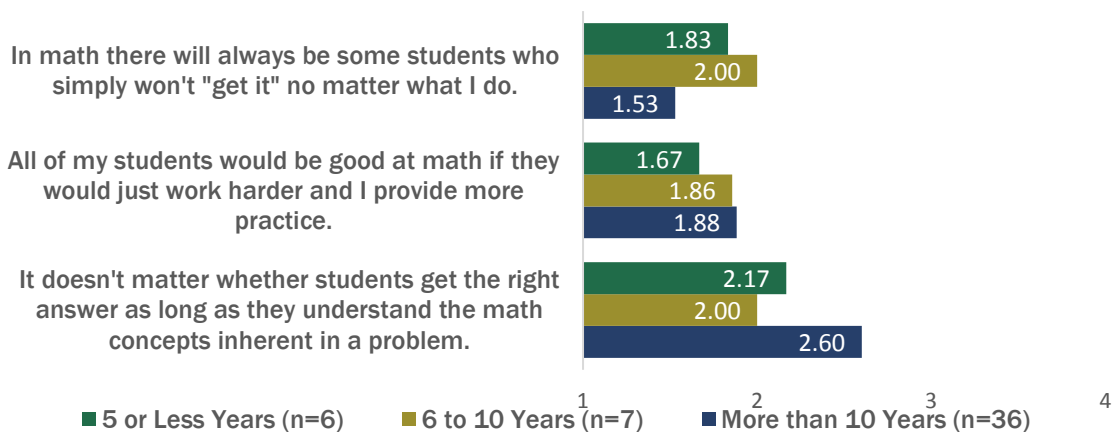
Coaching Outcomes	Coaching Outcomes
Improved Planning (10)	Improved Capacity of District Coaches (3)
Increased Teacher Confidence (6)	Improved Unit/Lesson Planning (3)
Improved Teacher Performance (5)	Better Assessments (2)
Better Use of Curriculum (4)	Improved Support to Struggling Students (2)
Better Access to Teaching Resources (4)	Improved Scheduling (2)

Mathematics Belief Survey Baseline Results

To assess growth in educators’ self-efficacy, or confidence, in providing mathematics instruction and using data, a pilot Mathematics Belief Survey was administered in February 2019 with eight SSIP teachers in two schools. In October 2019, the Mathematics Belief Survey was administered to 187 SSIP personnel across the five SSIP sites. Of the 187 responses, 48 usable responses were received for a 26% response rate. Summary of the results, disaggregated by the respondents’ tenure as teachers is presented below.

In Chart 9, each of the items were written in a negative manner. A lower rating is more desirable. Participants with more educational experience were more likely to disagree that some students simply won’t “get” math, no matter what they do (1.53). They also were more likely to agree (1) that all of their students would be good at math if they would just work harder and were provided more practice (1.88) and (2) that it doesn’t matter whether students get the right answer as long as they understand the math concepts inherent in a problem (2.60).

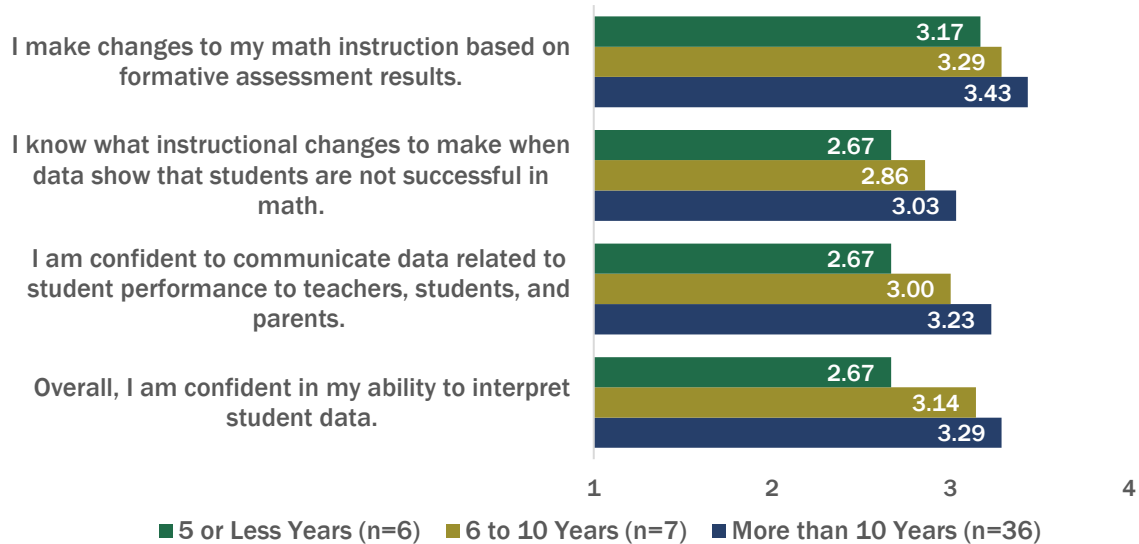
Chart 9: Use of Assessment Results to Drive Instruction, by Length of Tenure
 (Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



As shown in Chart 10 (on the next page), participants with more educational experience were in greater agreement regarding their ability to make changes in their instruction based on formative assessment results (3.43) and their confidence and ability to interpret student

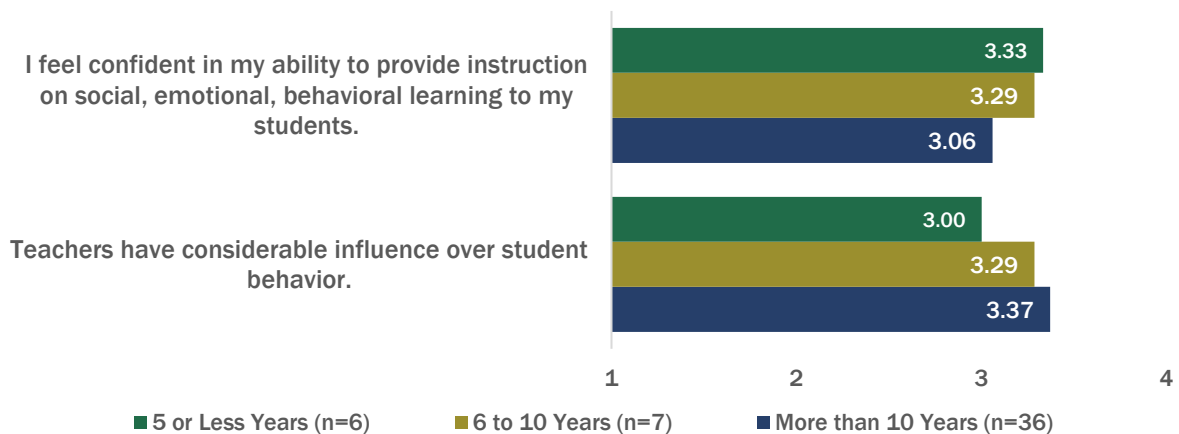
data (3.29), and to communicate what they learned to teachers, students, and parents (3.23). Respondents with the least experience were in less agreement for each item. The largest difference between respondents with differing levels of experience was in their confidence to interpret student data.

Chart 10: Use of Assessment Results to Drive Instruction, by Length of Tenure
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



As the VT SiMR focuses on improving the mathematics proficiency of students with emotional disturbances, an understanding of social-emotional learning (SEL) is important. Respondents with less teaching experience were slightly more confident in their skills to provide instruction on SEL to their students (3.33), while more experienced respondents felt that teachers had considerable influence over student behavior (3.37) (Chart 11).

Chart 11: Social Emotional Learning Outcomes, by Length of Tenure
(Scale: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)



Implementing PBIS

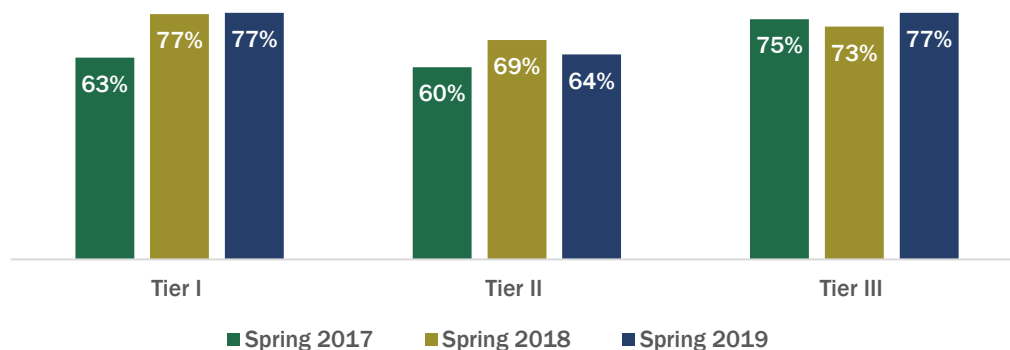
The fidelity of PBIS implementation data below are based on the results from the spring 2017, 2018, and 2019 PBIS TFI. The TFI includes measures to assess fidelity of core PBIS features at all three tiers. The SSIP sites are at varying levels of implementing PBIS. Not all sites are implementing all three tiers. These data reflects the percentage of sites implementing each tier with fidelity. During this reporting period, nine SSIP schools were implementing PBIS Tiers 1 and 2, with four schools implementing Tier 3 PBIS practices (Chart 12).

Figure C.2 – Implementing PBIS

School Personnel Outcome	Performance Measure	Annual Performance Data
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.	80% of SSIP sites implement PBIS with fidelity.	Tier 1 – 63% in 2017 77% in 2018 77% in 2019 Tier 2 – 60% in 2017 69% in 2018 64% in 2019 Tier 3 – 75% in 2017 73% in 2018 77% in 2019

On average, the SSIP schools' Tier 1 fidelity results remained the same as in 2018, with an increase in the degree of Tier 1 fidelity by 14% since spring 2017. The average Tier 2 fidelity score of 64% was 5% lower than in 2018, but still higher than the 2017 baseline. The average 2019 Tier 3 TFI score was 77%, up from 73% in 2018. Using the established criteria of 70% on the TFI to indicate fidelity of implementation, SSIP schools were implementing Tiers 1 and 3 with fidelity but were 6% below Tier 2 fidelity.

Chart 12: VT SSIP Schools PBIS Tiered Fidelity Inventory Results



Parents Report Effective Communication

This performance measure was based on the results of the APR Indicator 8 Parent Involvement Survey. To report these data, results from the SSIP sites where the score on the parent survey indicated a positive involvement (met criteria) were analyzed for those parents/families of students with emotional disturbance and all students with disabilities in grades 3-5.

Figure C.3 – Parents Report Effective Communication

Parent Communication Outcome	Performance Measure	Annual Performance Data
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process	80% of <u>parents</u> at the SSIP sites report effective communication with school staff regarding their students' academic and behavioral supports.	2016-17 - 67% 2017-18 - 0% 2018-19 – 33%

Only three surveys were returned from parents of a student with an emotional disturbance at an SSIP site, with one survey (33%) meeting the criteria for parent involvement (Table 2). While this was an increase from 2017-2018, it is still below the 2016-2017 success rate of 67%. The extremely small number of students impacted in the three grades limits the interpretation of these results.

Similarly, a small number of 2018-2019 surveys were returned from parents of all students with an IEP in SSIP schools. The 2018-2019 success rate of 29% was higher than the previous year, but lower than the 2016-17 success rate of 40%. All of these data are lower than desired. The AOE is viewing tools, such as IDEA's *Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding* and *Enhancing Understanding in Part C Family and Part B Parent Surveys Webinar* as methods for increasing the parent response rate statewide. The AOE is rebuilding relationships with parent groups and reviewing survey contract content for best practices that yield greater response rates.

Table 2: Percent Involved for Indicator 8 Surveys

		2016 -2017		2017 -2018		2018 -2019	
		All IEP	ED	All IEP	ED	All IEP	ED
SSIP Sites	Received	25	3	16	1	21	3
	Met Criteria	10	2	4	0	6	1
	Percentage	40%	67%	25%	0%	29%	33%
State Average		28%	33%	34%	41%	31%	46%

SSIP Sites Report: Impact of Educational Benefit Review Training

During the 2017-2018 and 2018-2019 school years, all SSIP sites received professional learning on the Educational Benefit Review (EBR) process to improve and reflect on the quality of IEPs. To address this performance measure, end of training evaluation data were collected to gauge the impact of the training on participants' knowledge of the EBR process and their likeliness to use what they learned to reflect on IEP practices.

Figure C.4 – Impact of Educational Benefit Review Training

EBR Outcome	Performance Measure	Annual Performance Data
School staff have greater capacity to develop and review the IEPs they develop.	80% of SSIP sites report improved knowledge of the EBR process.	<ul style="list-style-type: none"> 100% of respondents in 2020 (also in 2018 and 2019) gained knowledge on the EBR process. 98% of respondents in 2020, 96% in 2019, and 98% in 2018) reported they were likely to use the EBR process to reflect on IEPs.

Results of end-of-training surveys from the sessions conducted at each SSIP site indicated that participants gained knowledge and aspired to apply their learning about the EBR process. Chart 13 displays the results of the analysis of participants' knowledge of the EBR process before and after the sessions. Only 22% of participants perceived knowledge of the EBR process prior to the training. After the training, all the respondents (100%) indicated they had some level of knowledge of the EBR process.

Training participants were also asked how likely they were to use the Educational Benefit Review Process to reflect on IEP practices in the future. A total of 75% of the respondents reported they were very likely to use the EBR process, with 23% stating they were somewhat likely to do so. Only 2% replying they were not all likely to use the EBR process (Chart 14).

Chart 13: Percent of Respondents Reporting Knowledge of the EBR Process

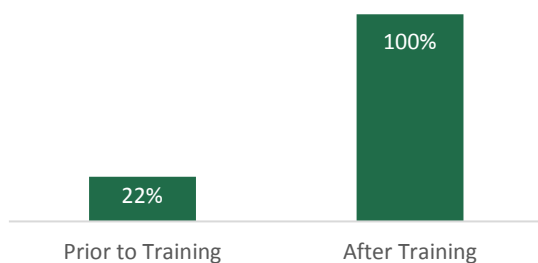
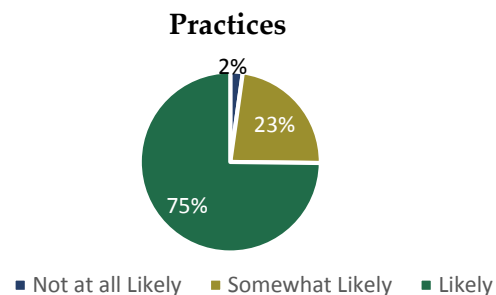
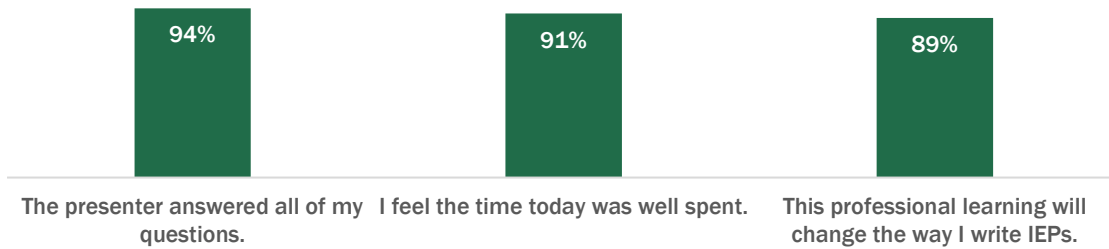


Chart 14: Percent of Respondents Likely to Use the EBR Process to Reflect on IEP Practices



Last, training participants were asked to give formative feedback on the training provided. On average participants felt that the presenter answered their questions (94%), the time was well spent (91%), and the professional learning provided would change the way they write IEPs (89%) (Chart 15).

Chart 15: Percent of Respondents Agreeing or Strongly Agreeing about the Quality of Educational Benefit Review Training



Equitable Access in Mathematics

For the equitable access in mathematics measure in Figure C.5 below, we analyzed Least Restrictive Environment (LRE) settings data. The 2018-2019 school year is the most current year we have data for.

Figure C.5 – Equitable Access in Mathematics

Student Outcome	Performance Measure	Annual Performance Data
Students with ED in grades 3-5 have equitable access to universal instruction in math with effective behavior supports.	100% of students with ED at SSIP sites have equitable access and participate in core mathematics instruction through academic accommodations and behavioral supports.	2016-17 - 87% 2017-18 - 81% 2018-19 – 90%

An analysis of the LRE data at the SSIP sites indicates in 2018-2019, 90% of the students with an emotional disturbance participated in the general education classroom at least 80% of the day, compared to the state average of 84% (Chart 16 on the next page). In 2018-2019, 93% of all students with disabilities, were in general education settings at least 80% of the day, versus the 90% state average (Chart 17 on the next page). For both groups of students, the SSIP sites had greater percentages of students in more inclusive settings than the state average for 2018-2019. None of the SSIP students with were in general education settings less than 40% of the time.

Charts 18 and 19 (also on the next page) display the LRE data longitudinally for students with emotional disturbances and all students with disabilities. There was a 5% increase in the percentage of students with emotional disturbances in SSIP sites in the most inclusive setting

in 2018-2019. The state average increased by 2% during this same time period. The percentage of students with disabilities spending 80% or more of their time in general education settings increased slightly between the 2017-2018 and the 2018-2019 school years, for both the SSIP and state average.

Chart 16: Primary Environments where Students with an Emotional Disturbance Receive Instruction (2018-19)

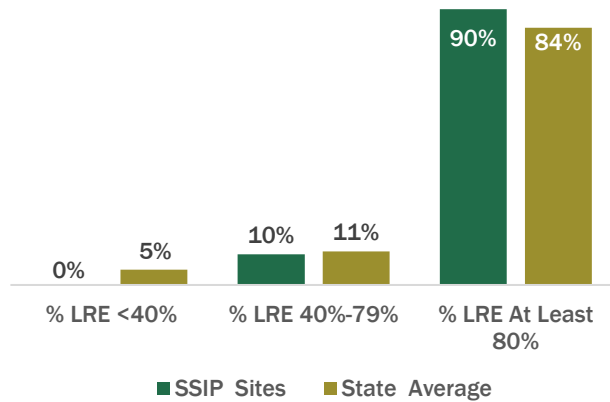


Chart 17: Primary Environments where all Students with Disabilities Receive Instruction (2018-19)

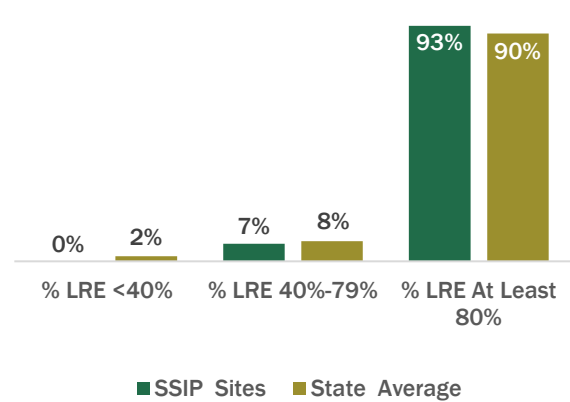


Chart 18: Percent of Students with an Emotional Disturbance Receiving Instruction in General Education Settings 80% or More

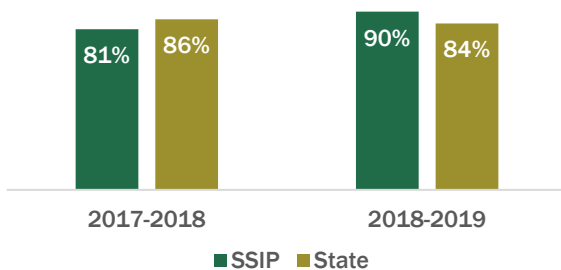
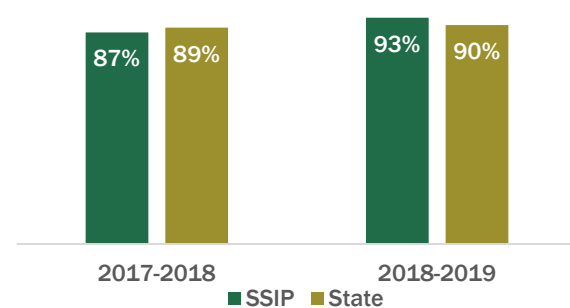


Chart 19: Percent of Students with Disabilities Receiving Instruction in General Education Settings 80% or More



Mathematics Proficiency

Vermont students in grades 3 through 9 take the Smarter Balanced Assessment Consortium (SBAC) which is a set of computer adaptive tests for English Language Arts and Mathematics developed by a national consortium currently made up of 15 states, the U.S. Virgin Islands, and the Bureau of Indian Education. This was the fifth year Vermont students participated in the SBAC. The Vermont students with significant cognitive disabilities participate in the

Vermont Alternate Assessment (VTAA). While the state assessments are taken in the spring, the results generally are not available until the SPP/APR filing in February each year. This year, students with a primary or secondary label of an emotional disturbance were included in the SiMR analysis.

Figure C.6 Mathematics Proficiency

Student Outcome	Performance Measure	Annual Performance Data
Students with ED in grades 3-5 will increase proficiency in mathematics.	7.7% of students with an emotional disturbance at SSIP sites are proficient in math on the SBAC or the VTAA.	<u>% proficient</u> FFY 2017 – 9.1% FFY 2018 – 25.0% FFY 2019 – 20.0%

The 2017 and 2018 data for this performance indicator are different than reported previously, due to the inclusion of students in the VTAA and those identified as having an emotional disturbance as their secondary and tertiary diagnosis this year. The 2017 and 2018 SiMRs were recalculated using this new definition. As a result, each year the SiMR target was met. Expanding the SiMR requires a change to the SPP/APR indicator 17 baseline and target numbers. Vermont is extending current targets through federal fiscal year (FFY) 2019. New targets will be set after presenting data to stakeholder groups and receiving their feedback and advisement. The aim is to have targets which are rigorous yet achievable. Key stakeholder input was obtained through the Special Education Advisory Council. On the 2019 state assessments, the highest proficiency rates were for students with an emotional disturbance in third grade (25%) (Chart 20). Similar results were found for third grade students with disabilities (Chart 21).

Chart 20: Percentage of Students with an Emotional Disturbance at SSIP Sites Achieving Proficiency on State Assessments

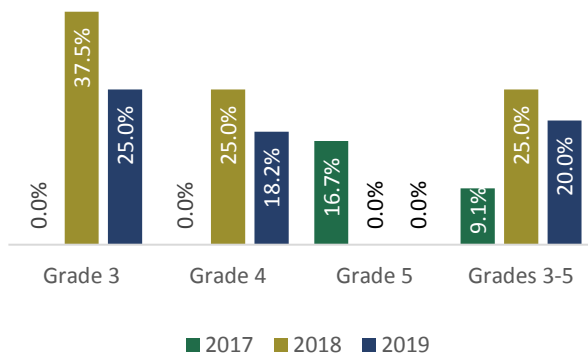


Chart 21: Percentage of all Students with Disabilities at SSIP Sites Achieving Proficiency on State Assessments

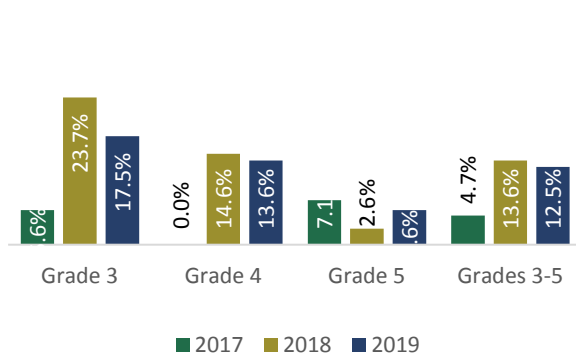


Chart 22 displays the average proficiency rates for students with an emotional disturbance versus the state average for the same population on the 2017, 2018, and 2019 SBAC and VTAA. In each year, the SSIP sites had higher rates of proficiency for students with an emotional disturbance than the state average. However, when comparing the average proficiency rates for all students with disabilities versus the state average for the same population on the 2017 - 2019 SBAC and VTAA, students with disabilities at the five SSIP sites had lower proficiency rates than the state average (Chart 23). In 2018 and 2019 the results between the SSIP sites and the state average were almost identical.

Chart 22: Percentage of Students with an Emotional Disburbance at SSIP Sites Achieving Proficiency on State Assessments, Compared to the State Average

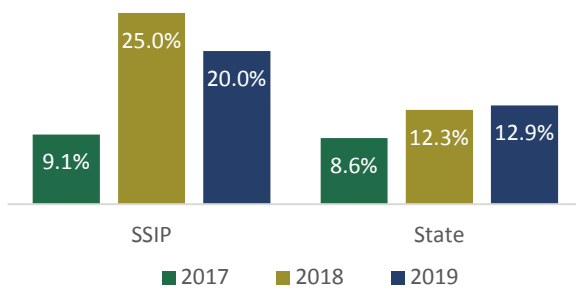
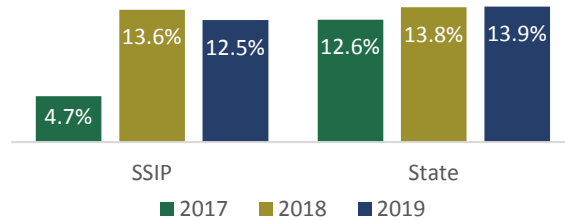


Chart 23: Percentage of all Students with Disabilities at SSIP Sites Achieving Proficiency on State Assessments, Compared to the State Average



Implementing SSIP Activities

To assess progress on systems to support SSIP implementation activities, the original SSIP external evaluators developed a rubric based on the National Implementation Research Network (NIRN) “Stages of Implementation Analyses: Where are we?” resource. Using the Evaluation of Implementation Rubric, the Vermont SSIP Implementation Plan (Appendix F) proposed activities for each driver. For this performance measure, implementation activities for each driver were reviewed and categorized as completed or not.

AOE staff and the external evaluator reviewed the SSIP Implementation Plan and identified activity completion dates that were not met as planned. The review included only those activities across all the implementation stages that were intended to be completed by this implementation year (n=84). In Appendix F, if an implementation activity has been completed, the school year in which that occurred is highlighted in green.

Figure C.7– Implementing SSIP Activities

Implementation Outcome	Performance Measure	Annual Performance Data
AOE SSIP activities are completed as outlined in the implementation plan.	100% of AOE SSIP activities are achieved as evidenced by the implementation plan [Appendix F].	2018 - 91% 2019 – 90% 2020 – 87%

An analysis of the completed activities for each of the competency drivers indicates that on average, 87% (n=73) of the scheduled 21 activities across four stages of implementation (n=84), across the nine drivers have been completed (Table 3 on the next page). All of the proposed implementation activities for the drivers related to selection, training, and data-based decision-making implementation activities have been completed. The coaching (63%) and stakeholder engagement (75%) have the smallest percentage of completed activities.

Table 3: Percentage of Completed Activities, by Competency Drivers

Drivers	Number of Activities	Number of Completed Activities	Percentage of Completed Activities
1. Selection	8	8	100%
2. Training	16	16	100%
3. Coaching	8	5	63%
4. Facilitative Administration	8	7	88%
5. Systemic Supports	16	13	81%
6. Evaluation and Progress Monitoring	8	7	88%
7. Data-Driven Decision Making	4	4	100%
8. Development of Leadership Teams	8	7	88%
9. Stakeholder Engagement	8	6	75%
Total	84	73	87%

Systems to Support SSIP through SSIP Transformation Team

Over the last four years, the Team Functioning Survey¹ was administered to the members of the SSIP Transformation Team. This instrument provides a means to assess effective teaming across

¹ Based on *Internal Collaborative Functioning Scales*, p. 89, in *Evaluating Collaboratives: Reaching the Potential* (G3658-8). Ellen Taylor- Powell, Boyd Rossing and Jean Geran. 1998. University of Wisconsin-Extension

an array of aspects (e.g., clear vision/mission, effective internal and external communication, clear roles/ responsibilities). Figure C.8 displays the implementation outcome, performance measure, and annual performance data of the Team Functioning Survey.

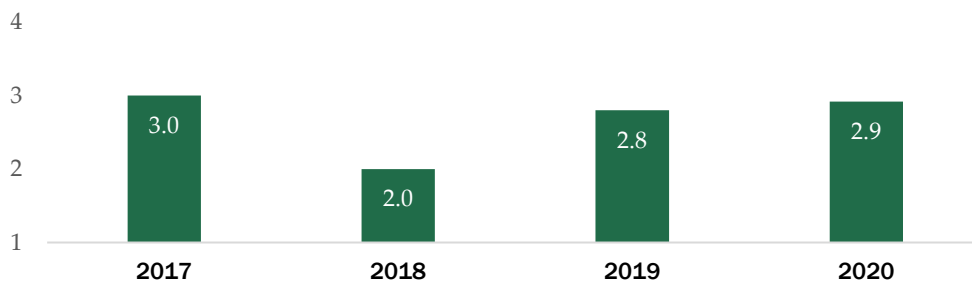
Figure C.8– Systems to Support SSIP through VT SSIP Transformation Team

Implementation Outcome	Performance Measure	Annual Performance Data
AOE has a system in place to support improved math proficiency within MTSS.	Improved ratings of AOE SSIP team(s) functioning.	2017 = 71% positive ratings 2018 = 10% positive ratings 2019 = 38% positive ratings 2020 = 44% positive ratings

Chart 24 displays the average ratings on the Team Functioning Survey for all respondents, for each year, using a four-point scale. The 2020 Team Functioning Survey results (m=2.9) show a small increase from 2018 to 2019 (m=2.8), almost reaching the 2017 baseline (m=3.0).

Chart 24: Results of Vermont SSIP Team Functioning Survey 2017 - 2020

(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)



While on average the 2020 Transformation Team Survey results were the second highest across the four years of the VT SSIP, they were still lower than desirable. There were variations in perceptions of effective teaming between AOE staff and the external Transformation Team members, with external members in greater agreement with each of the 12 survey items. Across the three themes of Roles and Goals, Organizational Processes, and Communication and Trust, the 2020 respondents were in most agreement with the Communication and Trust theme, specifically internal communication, trust of fellow members, and the ability to manage conflict.

Systems to Support SSIP through Implementation Activities

The implementation rubric discussed in section C.7, on pages 21-22, was also used to review each driver to determine if the activity was sustained or not. In Appendix F, if an implementation activity has been sustained, the school year in which that occurred is

highlighted in green. Figure C.9 provides the number and percentage of activities under each driver that have been sustained.

Figure C.9 – Systems to Support SSIP through Implementation Activities

Implementation Outcome	Performance Measure	Annual Performance Data
AOE has a system in place to support improved math proficiency within MTSS.	80% of AOE SSIP activities move toward sustainability stage as evidenced by the implementation plan.	2018 - 27% 2019 - 59% 2020 - 52%

Table 4 lists the implementation science competency drivers, the number of activities, and the number and percent of sustained activities. At this stage of SSIP implementation, all of the activities related to selection, training, and data-driven decision making are being sustained. Conversely, none of the coaching or stakeholder engagement activities are sustained at this point. The facilitative administrative supports, systemic supports, evaluation, and development of leadership team drivers have some activities sustained and others not.

Table 4: Percentage of Sustained Activities, by Competency Driver

Drivers	Number of Activities	Number of Activities Sustained	Percentage of Activities Sustained
1. Selection	2	2	100%
2. Training	4	4	100%
3. Coaching	2	0	0%
4. Facilitative Administration	2	1	50%
5. Systemic Supports	4	1	25%
6. Evaluation and Progress Monitoring	2	1	50%
7. Data-Driven Decision Making	1	1	100%
8. Development of Leadership Teams	2	1	50%
9. Stakeholder Engagement	2	0	0%
Total	21	11	52%

Although not at the fully sustained level, there are many on-going activities related to coaching and stakeholder engagement.

D. Data Quality Issues

Data limitations that affected reports of progress in implementing the SSIP and achieving the SiMR

Challenges in data quality, collection have been in the areas of:

- In need of processes and instruments to assess implementation fidelity for implementation of the NCTM eight effective mathematics teaching practices; family engagement, and effectiveness of systems coaching;
- Change in data and team personnel has led to varied interpretations of data reporting points (i.e. district data vs. only SSIP school data; emotional disturbance as primary diagnosis vs. primary, secondary, and tertiary diagnoses);
- Information and activities need to be more closely targeting the SiMR in a way to effect change (i.e. math proficiency for students identified as having an emotional disturbance in grades 3, 4, & 5); and
- Our Theory of Action implementation plan lacks SEA and LEA level outputs - outcomes. Clarification is needed as to what is meant by some of our strategies, activities, outputs, and outcomes.

Vermont is a small state, therefore small “n” size continues to be a limitation within certain regions of the state. Data from those regions will need to be reported in aggregate form during the scale-up phase of the SSIP work. The VT SiMR was originally established to only include students in grades 3-5 identified as having an emotional disturbance as their primary disability on their IEP. Beginning with the 2019 SBAC data included in this report, Vermont has broadened the reporting of its SiMR data to include all students in grades 3, 4, & 5 identified as having an emotional disturbance, regardless if the disability was considered primary, secondary, or tertiary. Expanding the SiMR requires changing our SPP/APR baseline and target numbers. Vermont is extending current targets through federal fiscal year (FFY) 2019. New targets will be set after presenting data to stakeholder groups and receiving their feedback and advisement. The aim is to have targets which are rigorous yet achievable. Key stakeholder input on this was obtained through the Special Education Advisory Council.

In an effort to streamline the evaluation processes and data collection, much of the data reported in the first Phase III reports relied on data from training evaluation forms. Efforts are under way to broaden the data collection to assess the impact of VT SSIP activities. This includes the Mathematics EdCamp Impact Survey administered in February 2020 to gather feedback from EdCamp participants on the impact of their knowledge of the NCTM eight effective mathematics teaching practices, the impact on their mathematics instruction, and on students’ mathematics performance.

E. Progress Toward Achieving Intended Improvements

SSIP strategies are carefully executed to consider all relevant evidence-based practices and procedures intended to have the greatest impact on meeting the state's SiMR. The VT SSIP Transformation Team collected and reviewed both qualitative and quantitative data for decision-making designed to improve student outcomes. Vermont's small n-size lends itself to potential challenges when reporting only data related to the SiMR. Although the SiMR is related to students identified as having an emotional disturbance, again this year the scale-up is to include all students with disabilities in the current SSIP sites which could potentially increase the n-size to a reportable level. If the professional learning and technical assistance offered to support teachers in changing their practice benefits students with an emotional disturbance, then it can also improve outcomes for all students in the classroom (general education and all students with disabilities).

The new AOE members to the VT SSIP Transformation Team have consulted with stakeholders on all SPP/APR targets and determined that changing targets for the SiMR might make more sense to do when changes are made to all SPP/APR targets in the revised state plan. In the meantime, the AOE will continue to report data on both demographic groups to show a greater impact of the SiMR for all students in grades 3, 4, and 5.

Infrastructure changes continue to be made based on data analysis and stakeholder feedback to ensure there is a framework in place which supports the development of SSIP practices at the local level and is sustainable for statewide scale-up. Progress towards achieving intended improvements are summarized below:

- Aligning SSIP work to support other statewide initiatives;
- Considering data reporting on a larger population of students in grades 3, 4, and 5 (all students with disabilities versus only students who qualify under the category of emotional disturbance);
- Revising the VT SSIP Transformation Team structure so that it allows members to engage in productive reflection with subsequent data-informed decision-making at regularly scheduled meetings;
- As a relatively new team, the VT SSIP Transformation Team aspires to expand membership to additional stakeholders (i.e. Vermont Family Network, the Special Education Advisory Council, regional Special Education Directors' meetings), Agency inter-division representation), evaluation and content experts in that data-driven decision-making; and

Focus on further developing leadership teams at the LEA level with the support of systems coaches.

F. Plans for Next Year (SY2019-2020 Through February 2021)

SiMR Expansion

After consultation with the Vermont Special Education Advisory Council (VSEAC), the Transformation Team decided to expand Vermont's SiMR to include all students with disabilities. State turnover required the VT SSIP Transformation Team to revisit the shift to include all students with disabilities during the 2018-2019 reporting period. The team has considered Vermont's small n-size, as well as determining that the professional learning offerings focused on all students, not just meeting the needs of students with an emotional disturbance, and that data analyses show the VT SSIP Transformation Team is in a position to direct activities and professional learning so to have a greater impact on the SiMR, and will coordinate with stakeholders for input on expanding to all students with disabilities in grades 3, 4, & 5.

Theory of Action:

The Theory of Action will be re-examined and updated, using implementation science to ensure principal activities, measures, and outcomes align with and impact the expanded SiMR. Additionally, the scope of implementation and scale-up plans, including instructional practices, professional learning opportunities, and fidelity tools to support the regular analysis of implementation impact will be re-examined and revised. For all activities, engagement and feedback from stakeholders will be vital. This includes the VT SSIP Transformation Team, SSIP participating teachers and leaders, and the Special Education Advisory Council.

Infrastructure - Rebuilding Capacity

With the help of the NCSI evaluation of infrastructure improvement tool, a deep analysis of current competencies and actions needed to ensure effective implementation of the SSIP will be completed. The AOE and the VT SSIP Transformation Team are in agreement that we need to rebuild capacity, identify benchmarks, and convene stakeholders in order to increase buy-in and scale-up efforts across the state. The VT SSIP Transformation Team anticipates that with the launching of a new website with a SSIP-dedicated page, this will re-engage stakeholders and raise awareness of Vermont's SSIP and its SiMR in the field.

Appendix A

Vermont SSIP Transformation Team

Name	Role
Kathleen Phannenstiel	State Liaison National Center for Systemic Improvement (NCSI)
Brent Garrett	External Evaluator Garrett Consulting, LLC
Sherry Schoenberg	Vermont BEST/PBIS Coordinator Center on Disability and Community Inclusion
Amy Wheeler-Sutton	Training and Development Coordinator, BEST Project-UVM Center on Disability and Community Inclusion
Jacqui Kelleher	State Director of Special Education Vermont Agency of Education
Chris Kane	Special Education Programs Manager Vermont Agency of Education
Tonya Rutkowski	Special Education Monitoring Program Manager Vermont Agency of Education
Betty Roy	Inclusive Systems Coordinator Vermont Agency of Education
Jan Willey	Systems Coach First Boomer Consulting, LLC
Judi Maynard	Systems Coach and Mathematics Lead Coach JLM Educational Consulting, LLC

Appendix B - Vermont Theory of Action

We believe that if:

The Vermont AOE in partnership with SUs/SDs develops highly functioning MTSS Leadership Teams, which in turn support the development and implementation of school-based MTSS Leadership Teams...

Then:

Schools would:

- Ensure design and use, with fidelity, of a multi-tiered system of support for academics and behavior with a focus on math.
- Ensure that students with an emotional disturbance would be accessing, participating, and showing progress in the universal math program.
- Ensure the universal math program would be designed and delivered by the highly skilled mathematics teacher who uses the 8 Math Teaching Practices and Universal Design for Learning (UDL).

Teachers would:

- Support the needs of students with ED by implementing knowledge and skills regarding the unique learning characteristics of these students, including:
 - Highly effective mathematics instruction and intervention practices,
 - Effective classroom management techniques,
 - Strategies to develop resiliency, and
 - Implementing trauma-informed practices.

Parents would:

- Be partners in the education process for their child.
- Be supported in their understanding of their child's needs.
- Work closely with the school in the development and implementation of their child's IEP.

Conditions Created:

Schools would:

- Have a well-functioning MTSS which includes:
 - Leadership commitment to foster equitable learning environments which build resiliency,
 - A culture of learning and high expectations for each and every child,
 - High quality math instruction and intervention across all tiers of instruction.
- Coordinate services with the local mental health agency.

Teachers would:

- Have the knowledge, skill, and confidence to:
 - Provide high quality math instruction,
 - Plan and deliver instruction for students with diverse needs,
 - Establish and maintain productive and safe learning environments, and
 - Address challenging behaviors.

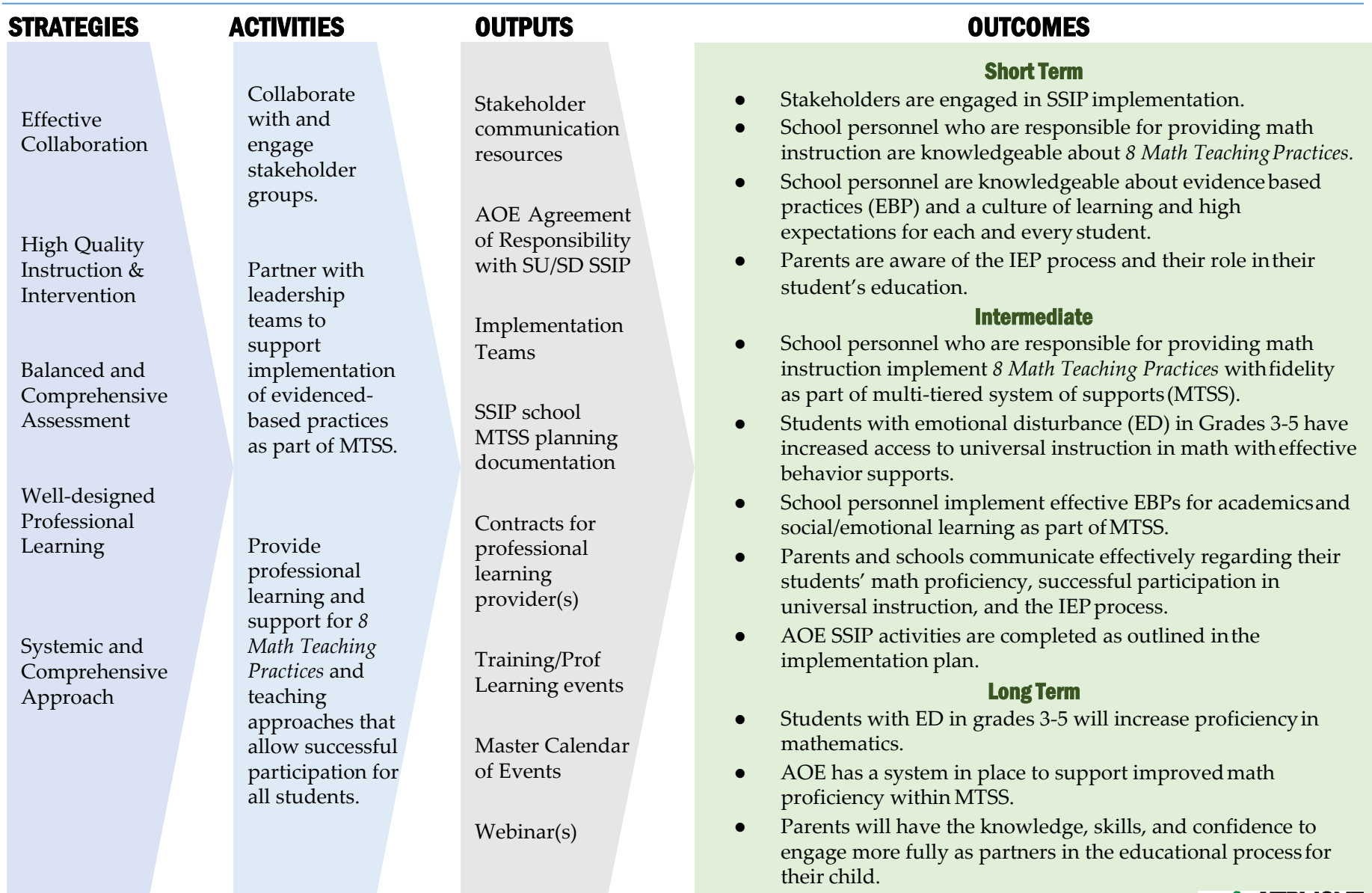
Parents would:

- Have the knowledge, skill, and confidence to:
 - Engage more fully in the educational process,
 - Support their child's individual needs, and
 - Participate in the development and implementation of their child's IEP.

So that:

Students with an emotional disturbance in grades 3, 4, and 5 will have a higher probability of being proficient in math as measured by a statewide comprehensive assessment.

Appendix C: Vermont SSIP Logic Model



Appendix D: VT SSIP Evaluation Plan

Q1=Aug/Sept/Oct Q2=Nov/Dec/Jan Q3=Feb/Mar/Apr Q4=May/June/July Y2 = SY 2017/2018 Y3 = SY 2018/2019 Y4 = SY 2019/2020

Appendix F– Vermont’s Evaluation Plan for SSIP Data Collection

SCHOOL PERSONNEL OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
School personnel who are responsible for providing math instruction are knowledgeable about 8 Math Teaching Practices. <i>[Short-term]</i>	(a) 100% of school personnel participating in math PL report increased knowledge in 8 Math Teaching Practices.	<ul style="list-style-type: none"> • Qualitative analysis of results • Descriptive & quantitative analysis • Comparative analyses of PL survey and interview data 	<ul style="list-style-type: none"> • Administrator Interviews & Listening Tour • PL pre/post evaluation survey • SSIP School LT Interviews 	<ul style="list-style-type: none"> • AOE • Evaluator • Math PL Consultant 	<ul style="list-style-type: none"> • Y2Q2 • Y3Q1 • Y3Q2 • Y4Q1
School personnel who are responsible for providing math instruction apply the 8 Math Teaching Practices as part of MTSS. <i>[Intermediate]</i>	(b) 100% of SSIP Sites effectively apply the 8 Math Teaching Practices.	<ul style="list-style-type: none"> • Comparison analysis of observation and interview data 	<ul style="list-style-type: none"> • Observation Tools • SSIP School LT Interviews 	<ul style="list-style-type: none"> • AOE • Evaluator • SSIP School LT 	<ul style="list-style-type: none"> • Y2Q2 • Y2Q1 • Y2Q2
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS. <i>[Intermediate]</i>	(c) 100% of school personnel participating in PL on Trauma Sensitive Environments report increased knowledge.	<ul style="list-style-type: none"> • Qualitative & quantitative analysis of completion data 	<ul style="list-style-type: none"> • PL pre/post evaluation survey • Support completion survey 	<ul style="list-style-type: none"> • AOE • Evaluator • TSE Consultant 	<ul style="list-style-type: none"> • Y2Q4 • Y3Q4 • Y4Q4
	(d) 80% of SSIP Sites implement PBIS with	<ul style="list-style-type: none"> • Descriptive quantitative analysis of 	<ul style="list-style-type: none"> • PBIS Tiered Fidelity Inventory (TFI) 	<ul style="list-style-type: none"> • AOE • Evaluator • PBIS 	<ul style="list-style-type: none"> • Y2Q4 • Y3Q4 • Y4Q4

VT SSIP Evaluation Plan

Q1=Aug/Sept/Oct Q2=Nov/Dec/Jan Q3=Feb/Mar/Apr Q4=May/June/July Y2 = SY 2017/2018 Y3 = SY 2018/2019 Y4 = SY 2019/2020

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
	fidelity.	fidelity data. <ul style="list-style-type: none"> • Qualitative analysis of interviews • Comparison analysis of student data and interview results 	<ul style="list-style-type: none"> • SSIP Site LT Interviews 		

PARENT COMMUNICATION OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Parents are aware of the IEP process and their role in their student's education. <i>[Short-term]</i>	(e) 80% of <u>parent</u> at the SSIP Sites <u>report</u> increased knowledge of IEP process and their role in the education of their student with disabilities.	<ul style="list-style-type: none"> • Descriptive quantitative & qualitative analysis 	<ul style="list-style-type: none"> • Pre/Post PL Survey • Parent Survey • Toolkit Self-Assessment (school teams) 	<ul style="list-style-type: none"> • AOE • Coach • Consultant(s) • Evaluator 	<ul style="list-style-type: none"> • Y2Q1 • Y3Q1 • Y4Q1
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process. <i>[Intermediate]</i>	(f) 80% of <u>parents</u> at the SSIP Sites <u>report</u> effective communication with school staff regarding their students' academic and behavioral supports.	<ul style="list-style-type: none"> • Qualitative & quantitative analysis 	<ul style="list-style-type: none"> • PL Needs Assessment • Pre/Post PL Survey • Toolkit Self-Assessment (school teams) • APR Indicator 8 • PBIS Family Engagement 	<ul style="list-style-type: none"> • AOE • Consultant(s) 	<ul style="list-style-type: none"> • Y2Q1 • Y3Q1 • Y4Q1

VT SSIP Evaluation Plan

Q1=Aug/Sept/Oct Q2=Nov/Dec/Jan Q3=Feb/Mar/Apr Q4=May/June/July Y2 = SY 2017/2018 Y3 = SY 2018/2019 Y4 = SY 2019/2020

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
			Survey		
	(g) 80% of <u>SSIP Sites</u> report effective communication with parents regarding their students' academic and behavioral supports.	<ul style="list-style-type: none"> • Qualitative & quantitative analysis • Comparative analysis of parent & school data 	<ul style="list-style-type: none"> • Pre/Post Ed Benefit Review survey 	<ul style="list-style-type: none"> • AOE • Coaches • Consultant(s) 	<ul style="list-style-type: none"> • Y2Q4 • Y3Q4 • Y4Q4
Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child. <i>[Long-term]</i>	(h) <u>SSIP Sites</u> report increased parent participation in their child's education.	<ul style="list-style-type: none"> • Descriptive quantitative analysis • Comparative analyses of parent & administrator data 	<ul style="list-style-type: none"> • Administrator Interviews 	<ul style="list-style-type: none"> • AOE • Evaluator 	<ul style="list-style-type: none"> • Y2Q4 • Y3Q4 • Y4Q4

STUDENT OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Students with ED in Grades 3-5 have equitable access to universal instruction in math with effective	(i) 100% of students with ED at SSIP Sites have equitable access and participate in core mathematics	<ul style="list-style-type: none"> • Descriptive & quantitative analysis • Correlation & comparative analysis 	<ul style="list-style-type: none"> • Child Count LRE Data (>80%) • Observation Tools • School student data system (office discipline 	<ul style="list-style-type: none"> • AOE (on-site) • Coaches • Math TA Consultant • SSIP School LT 	<ul style="list-style-type: none"> • Y2Q2 • Y3Q2 • Y4Q2

VT SSIP Evaluation Plan

Q1=Aug/Sept/Oct Q2=Nov/Dec/Jan Q3=Feb/Mar/Apr Q4=May/June/July Y2 = SY 2017/2018 Y3 = SY 2018/2019 Y4 = SY 2019/2020

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
behavior supports. <i>[Intermediate]</i>	instruction, through academic accommodations and behavioral supports.		referrals, attendance)		
Students with ED in grades 3-5 will increase proficiency in mathematics. <i>[Long Term]</i>	(j) 7.2% of students with ED at SSIP sites are proficient in math.	<ul style="list-style-type: none"> • Descriptive quantitative analysis including trends 	<ul style="list-style-type: none"> • Formative / Interim Assessments (opt) • Local Comp. Assessment Plan 	<ul style="list-style-type: none"> • AOE/CFP Team • SSIP School LT 	<ul style="list-style-type: none"> • Y2Q4 • Y3Q4 • Y4Q3
	(k) Students at SSIP sites will continue to demonstrate higher math proficiency than students not participating in SSIP.	<ul style="list-style-type: none"> • Descriptive quantitative analysis including trends 	<ul style="list-style-type: none"> • SBAC • APR Indicator 3C • Baseline 2017-18 Annual Data going forward 	<ul style="list-style-type: none"> • AOE 	<ul style="list-style-type: none"> • Y3Q2 • Y4Q2

VT SSIP Evaluation Plan

Q1=Aug/Sept/Oct **Q2**=Nov/Dec/Jan **Q3**=Feb/Mar/Apr **Q4**=May/June/July **Y2** = SY 2017/2018 **Y3** = SY 2018/2019 **Y4** = SY 2019/2020

IMPLEMENTATION OUTCOMES

Which Logic Model Outcome?	Which Performance Measure?	What Analysis/Method?	What Data Sources?	Who Has the Data?	What Reporting Timeline?
Stakeholders are engaged in SSIP implementation. <i>[Short-term]</i>	(l) 100% of stakeholders report engagement in SSIP implementation.	<ul style="list-style-type: none"> Quantitative & qualitative analysis 	<ul style="list-style-type: none"> Stakeholder Surveys 	<ul style="list-style-type: none"> AOE Evaluator 	<ul style="list-style-type: none"> Y2Q3 Y3Q3 Y4Q3
AOE SSIP activities are completed as outlined in the implementation plan. <i>[Intermediate]</i>	(m) 100% of AOE SSIP activities are completed as evidenced by the implementation plan.	<ul style="list-style-type: none"> Descriptive analysis 	<ul style="list-style-type: none"> Rubric based on Implementation Plan 	<ul style="list-style-type: none"> AOE Evaluator 	<ul style="list-style-type: none"> Y2Q3 Y3Q3 Y4Q3
AOE has system in place to support improved math proficiency within MTSS. <i>[Long-term]</i>	(n) Improved ratings of AOE SSIP team(s) functioning.	<ul style="list-style-type: none"> Descriptive quantitative analysis including trends 	<ul style="list-style-type: none"> Team Functioning Surveys 	<ul style="list-style-type: none"> AOE Evaluator 	<ul style="list-style-type: none"> Y2Q3 Y3Q3 Y4Q3
	(o) 80% of AOE SSIP activities move toward the <i>sustainability</i> stage as evidenced by the implementation plan.	<ul style="list-style-type: none"> Descriptive quantitative analysis including trends 	<ul style="list-style-type: none"> Rubric based on Implementation Plan 	<ul style="list-style-type: none"> AOE Evaluator 	<ul style="list-style-type: none"> Y2Q3 Y3Q3 Y4Q3

Appendix E: From Exploration to Full Implementation – Vermont’s SSIP Scale-Up Plan

Year 1 (exploration - getting the house in order):

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next Steps (including due date and person responsible if known)
<p>Assess needs through readiness checklist (TBD)</p> <ul style="list-style-type: none"> ● What steps have you done? What readiness indicators have you used? ● What are we assessing readiness for? (having the team and structure in place to be successful; buy-in; ● Needs assessment from the spring 2018. 	<ul style="list-style-type: none"> ● SU Team ● School Team 	<p>Purpose:</p> <ol style="list-style-type: none"> 1. Determine if structures are in place to be successful (do we have the capacity) 2. Identify supports in place that connect to the responsibilities (where are we in terms of it) 3. Align needs to their CIP; an opportunity to reexamine their priorities <p>Readiness in the areas of:</p> <ul style="list-style-type: none"> ● Data literacy ● MTSS ● Math knowledge/intervention ● Social/emotional 	<ul style="list-style-type: none"> ➤ VT PBIS checklist can be used as a guide ➤ Implementation/MTSS rubric (from field guide) ➤ Review current tools and resources, can go along with the Agreement of Responsibilities (AOR) ➤ Review/access to CIPs: in the MTW grant management system ➤ WestEd resource: A guide for States to Strengthen their frameworks and supports aligned to the evidence requirements of ESSA) ➤ District capacity assessment (DCA)? Might be too broad, and need to be tailored for the purpose of SSIP

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next Steps (including due date and person responsible if known)
		learning <ul style="list-style-type: none"> ● Structure ● Teams 	implementation <ul style="list-style-type: none"> ➤ Use contractor from Nov 2019 or current contractor that is working on the MTSS field guide ➤ SSIP Coord and NCSI TA
Set implementation teams at the SU and school level	Implementation Team: SU Level <ul style="list-style-type: none"> ● Superintendent ● Behavioral/SEL representative ● Business manager/fiscal representative (<i>as needed</i>) ● Math/curriculum representative (curriculum director) ● Special education director ● Systems Coach (SSIP - external assignment) Implementation Team: School Level <ul style="list-style-type: none"> ● Principal 	Roster and contact information	<ul style="list-style-type: none"> ➤ AOE to include team expectations on AOR

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next Steps (including due date and person responsible if known)
	<ul style="list-style-type: none"> ● General education representative ● Special education representative ● Behavioral/SEL representative (as applicable; could include a PBIS representative, mental health agency representative) ● Teacher Leaders, such as (as applicable) <ul style="list-style-type: none"> ○ Math instructional coach ○ Interventionist 		
<p>Review the current system, include Problem Solving Team/Process at SU and school level (<i>see WestEd tool in first row</i>)</p>	<p>SU and school team</p>	<ul style="list-style-type: none"> ● Identify and align features that need to be in place for success in Years 2 - 4 ● Identify and review the problem-solving process ● Alignment review of initiatives 	<ul style="list-style-type: none"> ➤ Identify and review the tools and resources to be used to complete this activity (SWIFT, NIRN, etc.) ➤ SSIP SEA Leadership Team and NCSI TA

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next Steps (including due date and person responsible if known)
Complete a data dive for strengths and opportunities; root cause(s); include behavioral data	School level first SU level would include data from across schools, highlighting trends	Data summary sheet	<ul style="list-style-type: none"> ➤ Data snapshot ➤ MTSS Data to Action ➤ Need to include some behavioral data piece (PBIS and SWIS)
Measure current beliefs/pulse of the school of administrators, teachers, parents	Administrators, teachers, parents	Survey result - maybe think about a self-assessment	<ul style="list-style-type: none"> ➤ Review annual climate survey data yearly (VTmtss Team)
<p>Complete the Educational Benefit Review Process for developing better IEPs and supports for students</p> <p>*Attend full-day, on-site process, develop action plan for writing measurable IEPs; including funding and PD to support such as PBIS, trauma sensitive</p> <p>*Year 2: 4 hours of TA to implement the action plan</p>	School team Systems Coach	<ul style="list-style-type: none"> ● Attendance from Educational Benefit Review PD ● Post review survey ● Presentation at annual SSIP meeting ● Annual action plan ● Align to the Adverse Effect stakeholders group ● Aligned to focused monitoring (via the NCSI RBA collab)? ● IEP data to be collected ? 	<ul style="list-style-type: none"> ➤ Special Ed Monitoring Team will brainstorm how we can connect the work with other AOE initiatives
Complete fidelity form/checklist of System Coaches	<ul style="list-style-type: none"> ● SU ● School team 	<ul style="list-style-type: none"> ● Semi-annually: <ul style="list-style-type: none"> ○ Winter 	SEA Leadership Team to align coaching form to existing

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next Steps (including due date and person responsible if known)
		○ Spring	initiatives
Attend math Professional Learning	<ul style="list-style-type: none"> ● Math teacher leaders 	<ul style="list-style-type: none"> ● Annually 	As part of the AOR
Meet with Systems Coach (25 hours)	<ul style="list-style-type: none"> ● SU ● School team 		

Year 2 (exploration and installation):

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next steps (including due date and person responsible)
Provide coaching and support in analyzing data to drive instructional decisions	<ul style="list-style-type: none"> ● School team ● System Coach <ul style="list-style-type: none"> ○ as a means to build capacity at the school level ○ Help to identify the team members that can lead this charge (e.g., MTSS coordinator) 	<ul style="list-style-type: none"> ● CIP ● Systems coaching reflection log (might need to make it specific) ● Data to Action form ● Tiered Fidelity Inventory (TFI) 	<ul style="list-style-type: none"> ➤ Evaluator to modify the coaching reflection log to hit on the data use
Complete fidelity form/checklist of System Coaches	<ul style="list-style-type: none"> ● SU ● School team 	<ul style="list-style-type: none"> ● Annually in the spring 	<ul style="list-style-type: none"> ➤ SEA Leadership Team to create/REVISE coaching form to existing initiatives
<p>Identify strengths and challenges of the current process, the “so what”</p> <p>Complete an implementation drivers review and determine current level of system</p> <p><i>MIGHT NEED TO FLESH THIS OUT A BIT MORE (MAY NEED</i></p>	<ul style="list-style-type: none"> ● School team ● Systems Coach 	<ul style="list-style-type: none"> ● Tiered Fidelity Inventory ● Wins and hiccups (WestEd) ● Family Engagement Survey 	<ul style="list-style-type: none"> ➤ Identify questions from Wins and Hiccups (SSIP Coord and NCSI TA) ➤ Think about combining; not a heavy lift for staff to complete ➤ Review master calendar to identify when to complete tasks (SSIP Coord)

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next steps (including due date and person responsible)
<i>TO ADD TO YEAR 1 AND/OR AN EARLIER STEP)</i>			
<p>Intentional planning of professional learning and systems coaching support to increase capacity and sustainability. Such as:</p> <p>Attend professional learning in:</p> <ul style="list-style-type: none"> ● Math ● Social/Emotional Learning ● PBIS ● UDL ● Family Engagement 	<p>AOE - to figure out which PD we are giving them based upon their needs and readiness; System coaches discussing with AOE</p>	<p>Review of CIPs Review of surveys from above Meeting with Systems Coaches</p>	<ul style="list-style-type: none"> ➤ Defining this process; intentionally examining data completed as part of start of Year 1 and then again start of Year 2. ➤ More details on the AOR
<p>Meet with Systems Coach (20 hours)</p>	<p>SU Team Systems Coach</p>		
<p>SU Team identifies at least 1 additional school to begin implementation following year</p>	<p>SU Team Systems Coach</p>	<p>At end of year Scale-up plan</p>	<p>SEA Leadership team budgets resources for scaling up – Fall/Winter of state fiscal year.</p>
<p>Complete data dive</p>	<p>Systems Coach SU Team School Team Individual teachers</p>	<p>Annually; 3 times per year (beginning, middle, end of year)</p>	<p>Data snapshot form; include the MTSS Implementation: Drivers of Change</p>

Year 3 (Installation and partial implementation):

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next steps (including due date and person responsible)
Identify critical partners to join the implementation team as needed at the SU and/or school level	Systems Coach Current teams at the SU and school level	Updated team rosters	Systems coach binder for tasks to be completed
Review and gauge placement of the system within implementation drivers; Progress Monitoring of the System	Systems Coach Current teams at the SU and school level	Annually; start at begin of year 1 and then annually at middle of year (February/March) Years 2-4	AOE: MTSS Implementation: Drivers of Change
Attend professional learning in: <ul style="list-style-type: none"> • Math • Behavioral (PBIS) • UDL • Family Engagement 	Current teams at the SU and school level Review AOE resources in these areas to address needed opportunities with Systems Coach	Review of CIPs Coaching logs	<ul style="list-style-type: none"> ➤ Requirements on AOR – SSIP Coord ➤ Complete crosswalk to review vetted materials and guidance documents in relation to school needs
Meet quarterly with Systems Coach (12 hours)	Systems Coach SU and School teams	Coaching logs Review of data - annually	<ul style="list-style-type: none"> ➤ Develop closure/exiting of systems coach plan; determine if additional coaching hours are needed in Year 4; capacity planning ➤ Develop mentoring plan ➤ Determine data to collect,

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next steps (including due date and person responsible)
			including student outcome data (SBAC; progress monitoring/universal screening?); sped data (LRE, %age of students in sped), behavioral data
Participate in 2 virtual networking opportunities facilitated by AOE	SU and School teams	Attendance/registration Annually (Spring)	Complete materials to share around student engagement for upcoming fall school year
Complete data dive	Systems Coach SU Team School Team Individual teachers	Annually; 3 times per year (beginning, middle, end of year)	Data snapshot form; include the MTSS Implementation: Drivers of Change

Year 4 (partial to full implementation):

Tasks	Who is Involved? (connect to team members from SU, school, AOE)	Data to be Collected	Next steps (including due date and person responsible)
Identify critical partners to join the implementation team as needed at the SU and/or school level	Current teams at the SU and school level	Updated team rosters	Systems coach binder for tasks to be completed
Review and gauge placement of the system within implementation drivers; Progress Monitoring of the System	Current teams at the SU and school level	Annually; start at begin of year 1 and then annually at middle of year (February/March) Years 2-4	AOE: MTSS Implementation: Drivers of Change
Complete data dive	SU Team School Team Individual teachers	Annually; 3 times per year (beginning, middle, end of year)	Data snapshot form; include the MTSS Implementation: Drivers of Change
Meet with Systems Coach TBD at end of year 3, based upon data	Systems Coach SU/School Teams		
Mentoring new schools within the SU	SU Team School level team		

Appendix F - Vermont's SSIP Implementation Plan

Implementation Output	Accomplishments	Level of Accomplishment
Stakeholder Communication Resources	<ul style="list-style-type: none"> ● Ongoing e-mail communication. ● Mandatory meetings in the agreement of responsibility with systems coaches ● 24 SU/School meetings with systems coaches 	<input type="checkbox"/> In Development <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
AOE Agreement of Responsibility with SU/SD	<ul style="list-style-type: none"> ● 5 Agreements of Responsibility signed ● Now a 2 year agreement, through June - 2020 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating g
Implementation Teams	<ul style="list-style-type: none"> ● 5 SSIP SU leadership teams ● 1 SSIP Transformation Team 	<input type="checkbox"/> In Development <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
SSIP site MTSS Planning Documentation	<ul style="list-style-type: none"> ● Local Comprehensive Plans reviewed by SSIP systems coaches ● PBIS Tiered Fidelity Inventory self-assessment 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
Contracts for Professional Learning Provider(s)	<ul style="list-style-type: none"> ● 5 contracts executed for mathematics coaching, Education Benefit Review, systems coaches, family engagement, and evaluation 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
Training/Professional Learning Resources	<ul style="list-style-type: none"> ● 3 sets of 2 regional Mathematics EdCamps & 61 TA contacts 	<input type="checkbox"/> In Development <input checked="" type="checkbox"/> On target & continuing <input type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
	<ul style="list-style-type: none"> ● 1 Family Engagement Self-Assessment & Toolkit 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
	<ul style="list-style-type: none"> ● Ed Benefit training in five SUs, with supporting resources 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Re-evaluating
Webinar(s)	<ul style="list-style-type: none"> ● One Office Hour webinar on April 12, 2019 	<input type="checkbox"/> In Development <input type="checkbox"/> On target & continuing <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Re-evaluating

Appendix F - Vermont's SSIP Implementation Plan

Vermont's understanding of implementation science stages¹ used in this Appendix is predicated on the following definitions:

Exploration – readiness of leadership teams to begin the work and if not ready, implement accountability measures to create readiness for the work.

Installation – to acquire or repurpose resources (i.e., training) needed to do the work ahead.

Implementation – begin using newly acquired skills in the context of leadership teams that are just learning how to change to accommodate and support the new way of working. (Other initiatives in the State refer to implementation in two distinct phases (initial and full). For the purposes of this document, we have collapsed those phases into one stage of implementation.)

Sustainability – leadership teams use an effective strategy with fidelity and evidence of effective outcomes.

Vermont's understanding of implementation science drivers² used in in this Appendix is grounded on the following definitions:

Implementation Drivers are the key components of capacity and the functional infrastructure supports that enable a program's success. The three categories of Implementation Drivers are Competency, Organization, and Leadership.³

A key feature of implementation drivers is their integrated and compensatory nature.

- Integration – means that the philosophy, goals, knowledge and skills related to the practice are consistently and thoughtfully expressed in each of the implementation drivers.
- Compensatory – means that the skills and abilities not acquired or supported through one driver can be compensated for by the use of another driver.

Competency Drivers – mechanisms to develop, improve and sustain the ability to implement practices as intended in order to benefit children, families and communities.

- Selection [Table 1] – purposeful process of recruiting sites and staff that have pre-requisite attributes for the SSIP work.
- Training [Table 2] – purposeful, adult-learning informed, skill-based processes designed to support teams in acquiring skills and information needed for systems changes related to the SSIP work.
- Coaching [Table 3] – systems level, regular, embedded professional development designed to help leadership teams use the skill as intended.
- Fidelity [Tables 5, 6, and 7] – the degree to which coaching, in-service training, instruction, or any other kind of evidence-based professional development or practice is implemented as intended.

Organization Drivers – the organizational, administrative and systems components that are necessary to create hospitable community, school, district, and state environments for new ways of work for teachers and school staff.

¹ Based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

² This is based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

³ This is based on the work of the National Implementation Research Network (NIRN). © 2013-2015 Dean Fixsen, Karen Blase, Sandra Naoom and Michelle Duda

Appendix F - Vermont's SSIP Implementation Plan

- Systems Intervention [Tables 5 and 6] – external variables, policies, environments, systems or structures that influence or have impact on leadership teams.
- Facilitative Administration [Table 4] – internal policy analyses, procedural changes, regulations, and structures designed to reduce implementation barriers so that leadership teams are able to develop a culture focused on fidelity and measurable outcomes.
- Data Systems/Decision Support [Table 7] – a data system that provides timely, reliable data for decision-making and continuous improvement cycles by leadership teams

Leadership Drivers – focus on leadership approaches related to transforming systems and creating change. “Leadership” is not a person but rather a team of stakeholders engaging in different kinds of leadership behavior as needed to establish effective innovations and sustain them as circumstances change over time.

- Adaptive [Table 8] – viable solutions and implementation pathways are unclear and defining a pathway for the solution requires learning by all. This “all” means that the primary responsibility does not lie with a single entity or person.
- Technical [Table 8] – characterized by clear agreement of the problem at hand, with clear pathways to solutions. Engaging in a relevant set of activities will result in a solution. This is a more traditional management approach where problems are defined, solutions are generated, resources are garnered and tasks are assigned, managed, and monitored. A leader guides the overall process and is more “in charge.”

Stakeholder Engagement [Table 9] – while not technically not an implementation driver or stage, stakeholder engagement is an integral part of both leadership and organizational drivers. Without stakeholder involvement true adaptive leadership is never achieved, neither is sustainability for systems interventions or facilitative administration. Therefore, Vermont determined that the most appropriate place to include stakeholder engagement activities was to include it as part of the implementation plan in this Appendix.

Instructions for understanding the Implementation Plan – Each implementation driver is a separate table with the table headings referring to specific drivers and the column headings referring to the implementation stages. Within each column the proposed activity reflects what the strategy or activity should look like for each stage with the completed activity describing the strategies and actions used by Vermont, and the date completed is the actual date, or the expected date, of completion. Shading in the date completed section represents Vermont’s perspective on progress for towards full implementation.

Appendix F - Vermont's SSIP Implementation Plan

Table 1: Selection

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: AOE invites schools to participate in SSIP.</p> <p>Completed Activity: SSIP Pilot sites were selected from SPDG schools based upon the following readiness:</p> <ul style="list-style-type: none"> • committed to achieving fidelity of practice using the MTSS framework; • implementing PBIS with fidelity; and • there were 4 or more students with ED enrolled in grades 3, 4, and 5. <p>Date Completed: May-June 2016</p>	<p>Proposed Activity: AOE developed an Agreement of Responsibility (AoR) for Districts who had schools participating in SSIP.</p> <p>Completed Activity: AOE provided sites who met the selection criteria with an AoR which defined their role and the expectations for participation as a SSIP Pilot Site.</p> <p>Date Completed: May-June 2016</p>	<p>Proposed Activity: Activities in the AoR included training opportunities that would be funded by IDEA-B through the AOE.</p> <p>Completed Activity: Two networking days were scheduled between the AOE and the SSIP Pilot Sites. Day 1 was designed to introduce the SSIP project and to provide time for the development of school-based implementation teams at each site. Day 2 was designed to discuss successes, challenges, and plan for the next school year.</p> <p>Date Completed: Day 1 - October 4, 2016 Day 2 - June 7, 2017</p>	<p>Proposed Activity: SSIP Transformation Team monitors for implementation fidelity..</p> <p>Completed Activity: SEA Leadership team reviews AoR for relevance and revises as needed for improved collaboration as the AOE begins scale-up activities.</p> <p>Date Completed: Annually starting June 2017 SY 2017-2018 SY 2018-2019 SY 2019-2020</p>
<p>Proposed Activity: Year 2 sites will be chosen for SSIP scale-up.</p> <p>Completed Activity: Year 2 SSIP sites will be invited from within the District or Supervisory Union of Year 1 Sites and/or from other SPDG schools.</p> <p>Date Completed: Spring 2017</p>	<p>Proposed Activity: Previous SSIP Sites and SSIP Transformation Team will provide scale-up support for additional sites in Year 2.</p> <p>Completed Activity: Year 1 SSIP sites will help with scale-up as part of the original AoR.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: After one year of participation in SSIP, these schools will be considered model schools to support scale-up for newest sites will be ready to support with scale-up for additional sites the following school year.</p> <p>Completed Activity: All SSIP sites will participate in networking opportunities and AOE sponsored trainings as outlined in the AoR in preparation for supporting continued scale-up.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: SSIP Transformation Team monitors for implementation fidelity for all SSIP Sites.</p> <p>Completed Activity: SSIP Activities in the AoR include training opportunities that would be funded by IDEA-B, as well as other appropriate funds. AOE will continue to align SSIP activities with other state initiatives.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>

Appendix F - Vermont's SSIP Implementation Plan

Table 2: Training

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Provide professional learning on EBPs in Math Pedagogy and Growth Mindset to SSIP site staff (math coaches, math leaders, and administrators) in grades 3, 4, and 5.</p> <p>Completed Activity: Through SPDG, supplemented with IDEA-B funding, a math consultant was chosen to provide this professional learning opportunity as part of the original AoR.</p> <p>Date Completed: November 2016</p>	<p>Proposed Activity: Math PL consultant to provide face-to-face training and an additional 6 hours of local technical assistance (TA) to SSIP sites.</p> <p>Completed Activity: Math consultant provides EdCamp style instruction to SPDG and SSIP sites on the 8 math teaching practices, Growth Mindset, as well as math coaching strategies.</p> <p>Date Completed: Face-to-Face trainings held on December 2016, January 2017, and March 2017</p>	<p>Proposed Activity: SSIP site staff connect professional learning instructional practices into the classroom at the local level.</p> <p>Completed Activity: With the support of math coaches and the math TA providers, SSIP site staff implement new learning in math practices at the classroom level.</p> <p>Date Completed: April – June 2017 SY2017-2018 SY2018-2019</p>	<p>Proposed Activity: SSIP Sites continue to use EBP in math pedagogy at the building level.</p> <p>Completed Activity: Math consultant provides individualized TA to SSIP sites and teaching practices are revised to improve student outcomes. Four math EdCamps were provided during this reporting period. During the current school year, 21 TA sessions were provided to SSIP sites. A baseline math self-efficacy survey was administered in January 2019 to assist in gauging the impact on teachers' math instruction.</p> <p>For math instruction, a fidelity tool - Common Core Standards for Mathematical Practice Look-for Tool has been identified, but not administered at this time. The nine SSIP sites participating in PBIS have completed at least the Tier 1 and 2 Tiered Fidelity Instruments (TFI). Four sites have completed the Tier 3 TFI.</p> <p>Date Completed: March – June 2017 SY2017-2018 SY2018-2019 SY2019-2020</p>

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Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Provide professional learning and support for developing trauma-informed school communities within a Multi-tiered System of Supports (MTSS) framework.</p> <p>Completed Activity: Consultant selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p> <p>Date Completed: RFP posted March 2017 Estimated contract May/June 2017</p>	<p>Proposed Activity: Consultant will evaluate SSIP sites with regards to their knowledge of trauma-informed interventions, as well as provide face-to-face training and 4 hours of individualized technical assistance based on local needs.</p> <p>Completed Activity: Trauma instruction will include face-to-face learning, webinars, and four hours of individualized TA per site.</p> <p>Date Completed: Baseline Survey May-June 2017 Face-to-Face Training October 2017 Technical Assistance November 2017 – April 2018</p>	<p>Proposed Activity: SSIP site staff implement new trauma-informed knowledge into their classroom practices.</p> <p>Completed Activity: Analyze various models of trauma-informed schools, develop and implement an action plan for each site in order to differentiate instruction and support for all students. Consultant facilitates an interactive webinar that focuses on a review of each site's successes, developing expertise, current needs, and next steps.</p> <p>Date Completed: Webinar (May 30, 2018)</p>	<p>Proposed Activity: SSIP site staff align trauma-informed knowledge into their current MTSS framework of policies and procedures.</p> <p>Completed Activity: SSIP sites have been encouraged to use their PBIS money to support professional learning in this area.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>
<p>Proposed Activity: Provide professional learning and support related to family engagement for schools and supervisory unions involved in the SSIP work.</p> <p>Completed Activity: Consultant selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures.</p> <p>Date Completed: RFP posted March 2017 Estimated contract April/May 2017</p>	<p>Proposed Activity: Family Engagement consultant to focus on supporting students with ED through development of resources and/or training sessions for families and school staff around the IEP process, as well as the purpose and benefits of interventions offered through the school's MTSS.</p> <p>Completed Activity: Consultant to provide resources and/or training sessions for school-based IEP team members to help them learn and practice skills that will engage families in the IEP process and understand the role of families in the education of their students with disabilities.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: Schools will use new knowledge around family engagement strategies to strengthen collective understanding of the role of families in the education of students with disabilities.</p> <p>Completed Activity: Consultant will ensure appropriate, proactive, and timely assistance to schools and develop resources around EBPs, MTSS, and the special education process.</p> <p>Date Completed: Spring 2018</p>	<p>Proposed Activity: Development of partnerships between schools and families and the building of a comfortable and safe culture for parents/guardians of students with disabilities.</p> <p>Completed Activity: Resources provided by the Family Engagement consultant will help SSIP sites develop supports and methods for building relationships with "hard to reach" families in order to involve them in their student's education in positive and proactive ways.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>

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Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Support effective implementation of Universal Design for Learning (UDL) in SSIP sites.</p> <p>Completed Activity: Through SPDG, supplemented with IDEA-B funding, the AOE will continue to provide professional learning opportunities for teacher leaders, coaches and administrators in SSIP sites.</p> <p>Date Completed: Fall 2016</p>	<p>Proposed Activity: UDL consultant to continue with training and local TA to SSIP Sites.</p> <p>Completed Activity: UDL consultant provides instruction and training for SSIP sites on EBP teaching practices, Growth Mindset, as well as coaching strategies.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: SSIP site staff bring professional learning into the classroom at the local level.</p> <p>Completed Activity: With the support of school-based coaches and the UDL consultant, SSIP site staff implement new learning at the classroom and building levels.</p> <p>Date Completed: SY2018-2019</p>	<p>Proposed Activity: SSIP sites continue to implement UDL practices at the buildings at the local level.</p> <p>Completed Activity: UDL consultant has offered support to SSIP sites and teaching practices to improve student outcomes. No SSIP sites have taken advantage of additional UDL professional learning offered this school year. However, UDL practices are still being implemented at the local level.</p> <p>Date Completed: SY2018-2019</p>

Table 3: Coaching

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Utilize MTSS external systems coaches to support SSIP activities.</p> <p>Completed Activity: SSIP Transformation Team and SPDG director formalized the involvement of external systems coaches by defining roles and responsibilities.</p> <p>Date Completed: August 2016</p>	<p>Proposed Activity: SSIP Transformation Team and SPDG Director work with external systems coaches around expectations.</p> <p>Completed Activity: Communication protocols were developed to support external systems coaches as they prioritized their school's needs.</p> <p>Date Completed: Fall 2016</p>	<p>Proposed Activity: Communication between SSIP Transformation Team and systems coaches will improve quality of support provided to SSIP sites.</p> <p>Completed Activity: Regular collaborative meetings between the SSIP Transformation Team and Coaches are scheduled for collaboration around supporting SSIP Site Leadership Teams.</p> <p>Date Completed: Jan, Apr and May 2017 September 2018</p>	<p>Proposed Activity: Based on input from SSIP sites and coaches observations, SSIP Transformation Team will need to develop methodologies for coaching to be implemented with fidelity.</p> <p>Completed Activity: The document – “External Systems Coaching Technical Assistance: Development and Alignment of Evidence-Based Practices with a Multi-Tiered System of Supports” was developed and implemented at SSIP sites as a systematic approach to coaching with fidelity. This will be reviewed and revised as appropriate.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>

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Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: SSIP Transformation Team aligns use of coaches in SSIP site with existing statewide initiatives.</p> <p>Completed Activity: SSIP Transformation Team gathers data regarding coaching resources for SSIP Sites at the local level.</p> <p>Date Completed: SY2016-2017</p>	<p>Proposed Activity: SSIP Transformation Team develops method for tracking coaching interventions in SSIP sites.</p> <p>Completed Activity: Based on the Coaching Inventory Discussion Tool provided by SISEP and the OSEP Center on PBIS, the SSIP Transformation Team develops methodologies for tracking coaching resources in SSIP Sites.</p> <p>Date Completed: Begins in Spring 2018</p>	<p>Proposed Activity: Coaching interventions are implemented with fidelity at the local level.</p> <p>Completed Activity: Evaluation Team collects and analyzes data regarding the effective use of coaching (math, PBIS, systems, etc.) in SSIP sites.</p> <p>Date Completed: SY2018-2019</p>	<p>Proposed Activity: Scale-up of coaching interventions can be implemented with fidelity.</p> <p>Completed Activity: Based on review of data collected, SSIP Transformation Team reviewed methodologies for scale-up of coaching interventions implemented with fidelity, leading to the development of the “External Systems Coaching Technical Assistance: Development and Alignment of Evidence-Based Practices with a Multi-Tiered System of Supports”.</p> <p>Date Completed: SY2019-2020</p>

Table 4: Facilitative Administration

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Establish regular communication for all participants involved with the SSIP work.</p> <p>Completed Activity: The SSIP Transformation Team uses email, phone calls, newsletters and meeting minutes to communicate with all involved in the SSIP work.</p> <p>Date Completed: March 2016 – January 2017</p>	<p>Proposed Activity: AOE develops a communication plan to reduce the type and volume of communication for maximum utilization of resources.</p> <p>Completed Activity: The original communication plan was a cumbersome and an inefficient use of resources. The SSIP Transformation Team determined that the communication plan needs to be fluid and reviewed frequently based upon the needs of those participating in SSIP work. The communication plan was revised to reflect this feedback.</p> <p>Date Completed: January 2017</p>	<p>Proposed Activity: Communication is strategic and efficient for all SSIP participants.</p> <p>Completed Activity: The SSIP Transformation Team revised the original communication plan to include a more simplified approach for providing information to the SSIP Sites and other stakeholders.</p> <p>Date Completed: SY2017-2018</p>	<p>Proposed Activity: Strategic use of an efficient feedback loop(s) improves communication for all participants.</p> <p>Completed Activity: The communication plan is reviewed and streamlined to ensure that all participants receive timely and appropriate communication, and that there is a mechanism for communication to become a feedback loop (not one-way). SSIP systems and math coaches have played an active role in sharing pertinent information to SSIP sites, as well as sharing what they are learning from SSIP sites with the SSIP</p>

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Exploration	Installation	Implementation	Sustainability
			<p>Transformation Team. In spring 2020 the AOE is launching a new website with a dedicated SSIP page to enhance communication and provide easy to locate resources to meet the SiMR.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>
<p>Proposed Activity: As 100% of Vermont schools use Google at some level for communications and document sharing, the SSIP Transformation Team determined using Google drive was the most efficient method to use without overburdening schools.</p> <p>NOTE: no confidential or personally identifiable information is to be stored in the Google drive.</p> <p>Completed Activity: The AOE developed folders in Google drive for use by the SSIP Sites and separate ones for the SSIP Transformation Team to use.</p> <p>Date Completed: April 2016 – January 2017</p>	<p>Proposed Activity: Provide training on use of Google as the communication tool for all involved in the SSIP work.</p> <p>Completed Activity: After the initial confusion around use of shared documents in Google drive, the AOE designed two Google sites (one for the SSIP Sites and one for the SSIP Transformation Team). Individualized training was provided to the SSIP Transformation Team, Coaches, Evaluators and SSIP Site Leadership Teams.</p> <p>Date Completed: January 2017</p>	<p>Proposed Activity: All participants in the SSIP work use Google sites for communication purposes.</p> <p>Completed Activity: The SSIP Transformation Team used Google Sites for streamlined access to all information contained in the Google drive until the AOE no longer supported Google platforms.</p> <p>Date Completed: Winter 2017</p> <p>Due to changes in the VT AOE policy on using Google platforms, this is no longer a viable method to communicate in this manner. E-mail and phone communication is being used to keep SSIP sites aware of upcoming training opportunities. SSIP systems and math coaches have played an active role in supporting communication.</p>	<p>Proposed Activity: AOE further develops online sites as needed for stakeholders and publishing SSIP related materials.</p> <p>Completed Activity: Based on stakeholder and SSIP site input, online sites continue to be revised/ developed as needs arise for scale-up.</p> <p>Date Completed: SY2018-2019 SY2019-2020</p>

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Table 5: Systemic Supports

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels.</p> <p>Completed Activity: SSIP Transformation Team requires external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) as Year 1 of implementation begins. SSIP School principals are interviewed for current capacity to do the SSIP work.</p> <p>Date Completed: Fall 2016</p>	<p>Proposed Activity: SSIP Transformation Team begins to incorporate implementation science strategies for SSIP Activities.</p> <p>Completed Activity: SSIP sites are provided with support in developing leadership teams at the local level.</p> <p>Date Completed: January and March 2017</p>	<p>Proposed Activity: Infrastructure revisions are based on data collection and implementation science strategies.</p> <p>Completed Activity: SSIP Transformation Team uses implementation stages and drivers to review and revise all previous SSIP work.</p> <p>Date Completed: SY2017-2018 SY2018-2019 SY2019-2020</p>	<p>Proposed Activity: Sustainable infrastructure development must be based on implementation stages and drivers.</p> <p>Completed Activity: SSIP sites will be provided with training and support on implementation science tools. SSIP Transformation Team continues to receive support from national TA providers in preparation for scale-up.</p> <p>Date Completed: SY2017-2018 SY2018-2019 SY2019-2020</p>
<p>Proposed Activity: SSIP Transformation Team revises Year 1 implementation plan to include all organization, leadership and competency drivers described in the implementation science framework.</p> <p>Completed Activity: SSIP Transformation Team continues to access external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) to include additional implementation science drivers into the SSIP work.</p> <p>Date Completed: SY2016-2017</p>	<p>Proposed Activity: Implementation plan revisions are based on data collection and implementation science strategies.</p> <p>Completed Activity: SSIP Transformation Team continues to receive training and support on use of all implementation science tools.</p> <p>Date Completed: SY2016-2017</p>	<p>Proposed Activity: SSIP Transformation Team begins to incorporate additional implementation science strategies.</p> <p>Completed Activity: SSIP Transformation Team uses implementation stages and all organization, leadership and competency drivers to review and revise all previous SSIP work.</p> <p>Date Completed: SY2017-2018 SY2018-2019</p>	<p>Proposed Activity: Sustainable infrastructure development must be based on use of all implementation stages and drivers.</p> <p>Completed Activity: SSIP Transformation Team continues to receive support from national TA providers in preparation for scale-up.</p> <p>Date Completed: SY2019-2020</p>
<p>Proposed Activity: SSIP Transformation Team reflects upon successes and challenges from year 1 of implementation .</p> <p>Completed Activity: SSIP Transformation Team engages in a mid-course correction based on data</p>	<p>Proposed Activity: Infrastructure and capacity is reviewed based on year 1 feedback of the SSIP work at the state and local levels.</p> <p>Completed Activity: The SEA Leadership team develops a more comprehensive Agreement of</p>	<p>Proposed Activity: Infrastructure revisions are based on data collection and implementation science strategies.</p> <p>Completed Activity: SSIP Transformation Team uses data from multiple sources, to review and revise the</p>	<p>Proposed Activity: Sustainable infrastructure development must be based on use of all implementation stages and drivers.</p> <p>Completed Activity: SSIP Transformation Team engages in continuous</p>

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Exploration	Installation	Implementation	Sustainability
<p>obtained from stakeholders and SSIP sites. Date Completed: Summer 2017</p>	<p>Responsibilities (AoR) which outlines specific roles and responsibilities for implementation support to local leadership teams. Date Completed: SY2017-2018</p>	<p>implementation plan in preparation for scale-up. Date Completed: SY2017-2018 SY2018-2019</p>	<p>improvement cycles to ensure that AOE receives necessary support from national TA providers in preparation for scale-up. Date Completed: SY2018-2019 SY2019-2020</p>
<p>Proposed Activity: Collaboration with other state agencies is crucial to infrastructure development and improved student outcomes. Completed Activity: Representatives from the AOE IDEA Part B Team and the CIS Part C team meet regularly to discuss supporting students with social and emotional needs. Date Completed: August 2016, October 2016 January 2017, March 2017</p>	<p>Proposed Activity: Opportunities for collaboration are reviewed for maximum use of resources and data collection. Completed Activity: SSIP Transformation Team begins review of areas where collaboration can occur and makes initial inquiries as appropriate. Date Completed: SY 2017-2018</p>	<p>Proposed Activity: Alignment of SSIP work with other state initiatives and agencies will maximize resources for improved student outcomes. Completed Activity: SSIP work will be aligned with other state initiatives wherever possible (specifically related to academic proficiency and implementation of EBP at the local levels). Date Completed: SY2018-2019</p>	<p>Proposed Activity: Alignment of SSIP work with other state initiatives and agencies continues to be reviewed and revised as appropriate. Completed Activity: SSIP work is aligned with the legislative priorities, and local level initiatives wherever possible. Date Completed: SY2018-2019 SY 2019-2020</p>

Table 6: Evaluation and Progress Monitoring

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Evaluation documents were filed as draft in the Phase 2 SSIP submission as the AOE had not finalized the contract for the consultant as of the filing deadline. Completed Activity: Contracted with external evaluator (Evergreen Evaluators/EEC) in May 2016 to develop Vermont's SSIP evaluation plan and related documentation. Date Completed: August 2016</p>	<p>Proposed Activity: EEC develops a comprehensive evaluation plan and a data collection document for Year 1 of implementation. Completed Activity: EEC revised the Theory of Action and developed both a Logic Model and Evaluation Plan that met the needs of the Vermont's SSIP work. This work was accomplished with input from stakeholders and AOE. Date Completed: August – September 2016</p>	<p>Proposed Activity: Gather data from SSIP sites during Year 1 of implementation to calculate a baseline. Completed Activity: SSIP Transformation Team and EEC developed a Data Collection Schedule that is aligned with the Theory of Action, the Logic Model and the Evaluation Plan, as well as any standing data collections already scheduled at the local level (i.e.: quarterly at report card dates, annually during statewide assessment window, etc.). Date Completed: Fall 2016</p>	<p>Proposed Activity: Review Data Collection Schedule and revise as needed for scale-up. Completed Activity: Based on feedback from SSIP sites in June 2017, and on-going feedback from stakeholders, the SSIP Transformation Team reviewed and revised evaluation documents for SY2017-2018. Date Completed: June 2017 through January 2018</p>

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Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: AOE forms an Evaluation Team for all SSIP work.</p> <p>Completed Activity: Evaluation Team consists of external evaluator and AOE staff with evaluation and monitoring experience. Team meets bi-weekly (virtual, in-person, or conference calls) to discuss evaluation activities, and progress monitoring needs.</p> <p>Date Completed: Summer 2017</p>	<p>Proposed Activity: Evaluation Team combines evaluation plan and data collection schedule into a more efficient process.</p> <p>Completed Activity: Evaluation Team engaged in a PDSA cycle and with input from stakeholders revised the evaluation plan and data collection schedules into a single document for ease of use. (see Appendix C)</p> <p>Date Completed: December 2017</p>	<p>Proposed Activity: Evaluation team regularly reviews evaluation activities and fidelity of implementation.</p> <p>Completed Activity: Evaluation team meets monthly (virtual, in-person, or conference calls) with the SSIP Transformation Team to discuss progress monitoring activities.</p> <p>Date Completed: SY 2017-2018 SY 2018-2019 SY 2019-2120</p>	<p>Proposed Activity: Evaluation team establishes regular reporting schedule to review results of data collection and analysis and make decisions about implementation.</p> <p>Completed Activity: Based on recommendations and discussions, the SSIP Transformation Team sets aside time at meetings to review and discuss data. SSIP Site Leadership Teams are invited to participate as part of the AoR. The External Evaluator also meets with the SSIP Coordinator on a monthly basis to insure timelines are met and data are shared.</p> <p>Date Completed: SY 2017-2018 SY 2018-2019 SY 2019-2120</p>

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Table 7: Data-Driven Decision Making

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Establish regular schedule for SSIP Site Leadership Teams and SSIP Transformation Team to review and make decisions based on data collection and analysis.</p> <p>Completed Activity: EEC and SSIP Coordinator identified opportunities for meeting with SSIP school teams and the SSIP Transformation Team in year 2.</p> <p>Date Completed: March 2017</p>	<p>Proposed Activity: SSIP Transformation Team reviews data to support decisions about implementation progress and outcomes.</p> <p>Completed Activity: AOE representatives meet with SSIP Site Leadership Teams (at Networking Day and during coaching sessions) to review plans for data collection and discuss optimum strategies and opportunities for review of data for decision making.</p> <p>Date Completed: SY 2017-2018</p>	<p>Proposed Activity: SSIP Transformation Team meets with SSIP Site Leadership Teams and facilitates decision making based on data collection and analysis of results.</p> <p>Completed Activity: SSIP Site Leadership Teams adjust their implementation activities as appropriate based on evaluation data. Evaluation Team adjusts their data collection instrumentation, timing, and/or other collection aspects based on discussion with SSIP site teams.</p> <p>Date Completed: SY 2018-2019 SY 2019-2020</p>	<p>Proposed Activity: SSIP Transformation Team reviews and assesses effectiveness of data analysis review and decision making process for SSIP Site Leadership Teams and the connections to broader SSIP implementation.</p> <p>Completed Activity: SSIP Transformation Team reviews data regarding implementation, as well as need for course correction and supports. Stakeholders provide input on implementation shifts and considerations for overall SSIP implementation.</p> <p>Date Completed: SY 2019-2020</p>

Appendix F - Vermont's SSIP Implementation Plan

Table 8: Development of Leadership Teams

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels.</p> <p>Completed Activity: SSIP Transformation Team requires external support from national TA providers (i.e.: NSCI, IDC, SWIFT, PBIS, etc.) as Year 1 of implementation begins. SSIP School principals are interviewed for current capacity to do the SSIP work.</p> <p>Date Completed: Fall 2016</p>	<p>Proposed Activity: SSIP Transformation Team begins to incorporate implementation science strategies for SSIP Activities.</p> <p>Completed Activity: SSIP sites are provided with support in developing leadership teams at the local level.</p> <p>Date Completed: January and March 2017</p>	<p>Proposed Activity: Infrastructure revisions are based on data collection and implementation science strategies.</p> <p>Completed Activity: SSIP Transformation Team uses implementation stages and drivers to review and revise all previous SSIP work.</p> <p>Date Completed: SY2017-2018 SY2018-2019 SY2019-2020</p>	<p>Proposed Activity: Sustainable infrastructure development must be based on implementation stages and drivers.</p> <p>Completed Activity: SSIP Transformation Team continues to receive support from national TA providers in preparation for scale-up.</p> <p>Date Completed: SY2017-2018 SY2018-2019 SY2019-2020</p>
<p>Proposed Activity: AOE engages in a majority of technical leadership activities, and few adaptive, for SSIP work.</p> <p>Completed Activity: SSIP Transformation Team developed and facilitated two networking days for the SSIP sites to report on implementation progress and share wins/hiccups.</p> <p>Date Completed: October 2016 and June 2017</p>	<p>Proposed Activity: During year 1 the SSIP Transformation Team learns what worked and what didn't at each SSIP Site.</p> <p>Completed Activity: After each networking day for SSIP Sites the SSIP Transformation Team engaged in a retreat day to reflect on outcomes, address challenges, and celebrate successes. Reflective analysis from the SSIP Transformation Team outlined the need to provide more support for local Leadership teams.</p> <p>Date Completed: SY 2017-2018</p>	<p>Proposed Activity: SSIP Transformation Team restructures to enable engagement in adaptive leadership activities that can provide necessary support for the SSIP work.</p> <p>Completed Activity: SSIP Transformation Team conducts virtual office hours for SSIP sites to provide opportunities for interactive engagement in the area of implementation supports for leadership teams.</p> <p>Date Completed: SY2017-2018 SY2018-2019 SY2019-2020</p>	<p>Proposed Activity: Sustainable development of leadership teams must include a balance of both technical and adaptive support to SSIP sites.</p> <p>Completed Activity: SSIP Transformation Team continues to engage in PDSA activities to provide the appropriate level of support to all SSIP sites leadership teams.</p> <p>Date Completed: SY 2018-2019 SY 2019-2020</p>

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Table 9: Stakeholder Engagement

Exploration	Installation	Implementation	Sustainability
<p>Proposed Activity: Stakeholder input is imperative to the success of the SSIP work in Vermont.</p> <p>Completed Activity: AOE invites stakeholders with various interests in supporting students with disabilities as participants in the first meeting to discuss and provide input for the development of the evaluation plan.</p> <p>Date Completed: March 2016</p>	<p>Proposed Activity: Regular updates to Stakeholders ensures continued interest in the SSIP work.</p> <p>Completed Activity: AOE holds face-to-face meetings for all stakeholders to seek input for continuous improvement of the SSIP work. AOE provides progress updates via semi-annual newsletters to all stakeholder groups.</p> <p>Date Completed: November 2016</p>	<p>Proposed Activity: Stakeholder engagement is most successful when communication includes opportunities for dialogue and discussion.</p> <p>Completed Activity: SSIP Transformation Team continues to provide multiple modes of communication for all stakeholders,</p> <p>Date Completed: SY 2017-2018 SY 2018-2019 SY 2019-2020</p>	<p>Proposed Activity: Stakeholder engagement is sufficient to support scale-up of the SSIP work.</p> <p>Completed Activity: Stakeholders continue to provide input and receive feedback for the on-going SSIP work.</p> <p>Date Completed: SY 2019-2020</p>
<p>Proposed Activity: Stakeholders are defined as one large group with common, but distinct interests who support and provide input into the SSIP.</p> <p>Completed Activity: Stakeholders are invited to annual stakeholders meeting. SSIP Transformation Team provides progress updates to stakeholders at these meetings.</p> <p>Date Completed: March 2016 November 2016</p>	<p>Proposed Activity: SSIP Transformation Team representatives receive training on stakeholder groups based on Leading by Convening Training at the National Collaborative face-to-face meeting in Dallas, TX.</p> <p>Completed Activity: SSIP Transformation Team is trained on the difference between stakeholder management and stakeholder engagement. Stakeholder groups are redefined based on amount of interest, time and resources required for participants of the SSIP work.</p> <p>Date Completed: December 2016</p>	<p>Proposed Activity: Stakeholder groups are further reviewed and redefined based on infrastructure development and capacity building continues.</p> <p>Completed Activity: Stakeholders definitions reviewed and now include members of SSIP Sites, SSIP Transformation Team, Outside Agencies, and the original larger stakeholder group.</p> <p>Date Completed: SY 2017-2018</p>	<p>Proposed Activity: Stakeholder groups continue to be reviewed and redefined as needed.</p> <p>Completed Activity: The need for scale-up activities will be considered when redefining stakeholder groups. Input is sought from a variety of stakeholder groups as appropriate.</p> <p>Date Completed: SY 2019-2020</p>

Appendix G

2020 Mathematics EdCamp Impact Survey Qualitative Feedback

Teacher Feedback

List one impact from your EdCamp involvement on your classroom instruction, particularly for students with an emotional disturbance (ED) or other disability.

SSIP Teachers

- I am still struggling with the issues I brought up at EdCamp. The scheduling in our building leads to many students having intervention during Tier 1 math time while others have the whole block for Tier 1. It's been repeatedly said at EdCamp that is not ok because it is not equitable. I agree, however I'm struggling to find a way for others in our building to listen and make that change. I'm hoping that when Judi comes down to consult she will be listened to! This relates to my instruction because of the "workshop" models adopted in our school/grade level this year. While they are showing better results with students this year compared to other years it does not mean it's the best solution!
- Working with ED students often involves more delicate communication as you never know what they have experienced and how they have perceived their experiences throughout the day before they arrive in your classroom. I have been using an even voice tone with these students during all of my communication with them regarding directions or during any re-directs.
- The most impactful part of the SSIP project for me, and I would argue for my school, has been the focused attention on math learning and instruction. The follow up coaching has been extremely impactful in facilitating more meaningful discussion and action when thinking about and implementing better practices K-6.
- Modifying math proficiencies to accommodate all learners - especially using the Alternative Assessment and Dynamic Learning Maps
- Being in the classroom working with my students has helped both of us. I can have a better understanding of what the math concepts are that are being addressed, and my students can be part of that discussion to learn strategies and procedures, as well as work with their peers.
- I am my school's Middle School Math teacher, most of the follow-ups are for 3rd through 5th grade.
- I do a better job giving think time and providing opportunities for contemplation.
- I find out other techniques that teachers are using if they share them with me.
- Equity for all - helping to reach ALL students

Non-SSIP Teachers

- Since attending EdCamp last year, I have worked to scaffold my lessons better for students at all ability levels. I have used many of the resources given to me during the small group facilitated conversations.
- Use of questions, wait time, and more intentional consultation with mathematics general education teacher prior to classes.
- I was able to find online resources to facilitate hands-on learning.

List one impact from your EdCamp involvement on students' mathematics performance, particularly for students with an emotional disturbance (ED) or other disability.

SSIP Teachers

- I think being able to be part of the regular education classroom for math has helped to improve my student's math performance and support their learning, especially for those students who have math anxiety.
- I'm working on modifying the core program we use to better suit students who struggle with written language, which leads to better performance.
- Students are more willing to correct work without any argument or feeling the need to take a "chill" time.
- I am better equipped to assess where my students are mathematically and to meet them there.
- I get other feedback which is helpful for other strategies to try in my classroom.
- Greater use of manipulatives for all learners.
- Alternative standards

Non-SSIP Teachers

- Intentional review of prior created formative assessment with the intent to notice specific language use in questions. Outcome - recognition for access (all), language/format needed to change.
- Students in my class now participate in more conversation around math and question each other.
- The hands-on activities have allowed the students to be more engaged.

Administrator Feedback

List one impact on classroom instruction you have observed, as a result of your school's involvement in the VT SSIP Mathematics EdCamp, particularly for students with an emotional disturbance (ED) or other disability.

SSIP Administrators

- I believe that there has been an improvement in the belief that struggling math learners can meaningfully participate in universal instruction, however, teachers are still struggling with how to make this happen. The ED interface with the mathematics conversation has been very limited - I have not seen or heard of any convergence of these ideas at the SU, building or classroom level.
- There is finally dialogue about the need for focus on students with ED, etc. Our stumbling block continues to be the inequity of intervention resources, i.e. teachers, blocks of time, support materials between our elementary schools. To this add the inequity of Social-Emotional supports, i.e. Behavior Interventionist and consistent implementation of common language, natural consequences, and expectations.
- Intervention and special education services are now a push in model that incorporates flexible grouping based on data. All students are accessing grade level instruction with supports provided that are data driven. Our struggling students are having their needs addressed immediately and are feeling more successful.
- We are reviewing special education caseloads and instructional groups to try to make sure they are taking place in the general education classroom during universal instruction. Additionally, we are using vertical surfaces and math menu/math workshop.
- More opportunities for students to access the curriculum at a variety of levels and more opportunities for open ended instruction.
- Stronger teacher knowledge of how to pose problems so that more students can access the mathematics.
- More kids in Tier 1 math, more differentiation, greater teacher knowledge about math instruction.
- The use of math workshop and the framework/schedule it provides.
- Increased access to universal instruction in math.
- More productive classroom math discussion.
- I have not observed any positive impacts yet.

Non-SSIP Administrators

- The teacher I have in Ed Camp currently has grown exponentially as an instructor of mathematics! She is also in VMI and the combination of these incredible programs is giving her invaluable support and instruction! I attended Ed Camps for 2 years and feel strongly that this is some of the most important math PD available!

- Teachers pay closer attention to data from classroom assessments and find ways to address the needs and learning styles of students with disabilities. There is more collaboration between classroom teachers, special educators, and classroom teachers around student progress.
- MTSS - all students have access to first instruction. Teacher's instructions have shifted from script reading of Bridges Math to incorporating all students using engagement cycle with peers, manipulatives, and shorten teacher talk times.
- Some of our teachers are using anticipate, monitor, select, sequence, and connect practices which helps their students to have math discourse.
- The student is participating more in the math class than he was before.
- All students staying in the room for Tier 1 instruction.
- Higher level of tolerance for individual behaviors.
- I cannot think of one.

List one impact on students' mathematics performance, as a result of your school's involvement in the VT SSIP Mathematics EdCamp, particularly for students with an emotional disturbance (ED) or other disability.

SSIP Administrators

- Students are liking math and are feeling more successful from additional support that is provided in addition to the regular classroom instruction during the math menu/workshop part of the math block. Math tools have put together for all students to access and vocabulary development is being front loaded to help our struggling learners. Also groups are flexible and data driven. A testament that a positive impact is happening occurred a few weeks ago when a district teacher came to observe and left saying "I couldn't tell who your intervention and IEP kids were. Everyone was so engaged."
- Teachers are feeling more comfortable stepping away from the script of Eureka Math and using the concepts in a way that supports productive struggles and student dialogue. Students who are doing math menu/math workshop/ vertical surface work are much more engaged than students who are still receiving the stand and deliver model. Teachers are noticing this and more and more are willing to try the new strategies.
- I so appreciate all of the effort that has gone into the EdCamp opportunity but I have to be honest that I have not seen those sessions impact student performance. I think that more bridging needs to happen between the idea of high quality math instruction and consideration of access related to emotional availability. Without this availability to learning, it doesn't matter how strong the instruction is.
- Our math scores on SBAC are increasing across the board. We have such a low population of kids with diagnosed ED so it is hard to answer this question specifically. The trauma training with Joelle VanLent was hugely helpful for our staff to increase our knowledge of trauma informed practices.

- Implementation of distributive practice to support number sense and computation. Greater confidence and competence = greater engagement particularly for students who struggle.
- The primary students demonstrate an increased ability to reason through a problem and to accurately articulate their math thinking and processes.
- More students meeting standard (3) on standardized tests.
- Increased perseverance.
- More engagement.
- I have not observed any positive impacts yet

Non-SSIP Administrators

- Students are engaged in their learning, use accountable talk while doing workspaces with one another and number corner.
- The students are learning to play math games and how to take turns and lose gracefully.
- Students are given grade level work, and participating in grade level content.
- We are still working on increasing students' mathematics performance.
- Most students are engaged in mathematical discourse.
- Students' confidence as learners!
- None

Appendix H

Coaching Outcome Statements Listed by VT SSIP Mathematics Coaches

February 2019 – January 2020

Improved Planning (10)

- Made a plan on professional development for the upcoming sessions to increase teacher math content knowledge.
- Came up with a plan to increase teacher content knowledge in mathematics that will ultimately increase student performance in mathematics.
- We were able to begin to develop a focus for their change idea/action plan, as I learned more about their school culture, systems and practices.
- The teachers were continuing to plan for problem solving in their classrooms as a way to engage all students.
- Brainstorming ideas with the leadership team. Working closely with the special educator on specialized instruction for students.
- The entire group (mentioned in #10) met to discuss MTSS as a framework for designing and implementing instruction/intervention throughout the school.
- The grade 7 teachers planned for upcoming units. The focus of the planning was on problem based instruction.
- Special Educator and classroom teacher came up with a plan to better support one student.
- The teachers had made a plan for making adjustments to the curriculum.
- Vertical alignment is being done by all grade levels.

Increased Teacher Engagement/Confidence (6)

- Teachers felt ready to use the apps in their classrooms and they came up with activities in the Bridges math program where they could be used to compliment the program.
- Teachers felt more confident as they looked at began to see where their students were on the progression and what the next steps for student would be.
- Teachers are excited to learn more about how students learn and how to embed formative assessment along the way as they teach a unit.
- Teachers were excited to look at the Graham Fletcher progression videos on additive reasoning and multiplicative reasoning.
- Some teachers are feeling more confident to try eliciting mathematical arguments from students.
- Teachers are excited to use activities that will help increase students understanding.

Improved Teacher Performance (5)

- Pre K teachers have a better sense of the program and how to organize it. Teachers were going to implement opportunities for students to engage in problem solving.
- Teachers examined visual models from K-6th grade and discussed how to implement them into their year-long math instruction.
- Teacher is more organized and better equipped to use the materials to teach the students.
- Common understanding about what computational fluency means.
- Teachers are better prepared to teach math.

Better Use of Curriculum (4)

- Understanding the Bridges Intervention Kit and how to use it. Teachers learned about resources within the Bridges Intervention program to use with students and also spent time finding activities from other sources.
- The teacher realized that a portion of the Work Place instructions were interpreted in correctly as she instructed students. Teacher will clarify the directions which will make it easier for the students.
- Taught teacher how to backward plan the Bridges Units to help with his pacing.
- Digging deep into Talk Moves and ways to facilitate student discourse.

Better Access to Resources/Teaching Materials (4)

- Teachers found appropriate materials to support students who needed additional support and more challenges. Teacher found free math apps that could be used to reinforce math skills in early numeracy and multiplicative reasoning.
- Teachers were able to find and/or create activities that supported students who need additional support or challenge.
- Teachers were able to find materials to help differentiate for the current and upcoming unit in math.
- Intervention teachers have many more resources to utilize.

Improved Capacity of District Coaches (3)

- Math coach was prepared and confident in delivering professional development. She was pleased with the results. Discussion is ongoing with grade 3 teachers about when to start implementation.
- Internal district coach has a better sense of how to use Bridges Curriculum materials more effectively in an All Learners Network lesson structure.
- The Math Coach felt more confident facilitating the PD with the staff.

Improved Unit/Lesson Planning (3)

- We met with the rest of the team--discussing their context and reviewing with them the elements of an effective lesson. (The focus of their change idea.)

- We looked at a lesson and discussed how modifications might be made to make the math of the lesson more accessible to students.
- We worked to generate ideas about creating units that incorporated both science and math learning.

Better Assessments (2)

- I worked for two days with grade level teams to design assessments that align with the math "non-negotiables" (enter and exit) that we developed last year. These assessments will be given this spring.
- They have developed and are modifying assessments of students' performance on their "non-negotiable" math skills and concepts.

Improved Support to Struggling Students (2)

- I met with the Grade 2 teacher to discuss ways to close the gaps for students who are struggling, primarily with foundational number sense.
- The teachers were discussing how they might support struggling students.

Improved Scheduling (2)

- Worked with the principal and middle school math teacher to create a schedule for next year that will allow combination grades to have the full time needed for math and intervention.
- The focus of our work was on scheduling within an MTSS. We drafted a "skeleton" plan, listing scheduling priorities.

Appendix I – Acronym List

AoR - Agreement of Responsibility

AOE – Agency of Education

B-17 - Indicator B-17, the SSIP indicator

EBR – Educational Benefit Review

ED - Student with an Emotional Disturbance

IDEA – Individuals with Disabilities Education Act

IDC - IDEA Data Center

IEP – Individualized Education Program

LEA - Local Education Agency (Supervisory Unions/School Districts)

LRE – Least Restrictive Environment

MTSS - Multi-Tiered System of Supports (includes academic and behavioral supports)

NCSI - National Center for Systemic Improvement

OSEP - Office of Special Education Programs (U.S. Department of Education)

Part B - Age 3 - 21 (special education term)

PBIS - Positive Behavioral Interventions and Supports

SBAC – Smarter Balanced Assessment

SEL - Social and Emotional Learning

SIMR - State Identified Measurable Result (the focus of the state’s SSIP)

SPP/APR - State Performance Plan and Annual Performance Report

SSIP - State Systemic Improvement Plan

TA - Technical Assistance

TFI – Tiered Fidelity Inventory