State Systemic Improvement Plan (SSIP)

Indicator B17 (APR/SPP)

Report
April 3, 2019

Part B SSIP Phase III
Year 3 of Implementation (2018-2019)

Submitted by
SSIP Coordinator, Tonya Rutkowski
External Evaluator, Brent Garrett, Garrett Consulting, LLC

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Vermont's State Identified Measurable Result (SIMR):
To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.
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Table of Contents

Appendices

Appendix A – Acronym List

Appendix B – SSIP Scale-up Plan – From Exploration to Full Implementation

Appendix C – Agreement of Responsibilities (AoR) Template 2018-2020

Appendix D – SSIP Implementation Support Plan for Coaching LEA Leadership Teams

Appendix E – SSIP Implementation Plan for SEA Leadership Team

Appendix F – VT SSIP Evaluation Plan for SSIP Data Collection

Appendix G – VT SSIP Theory of Action

Appendix H – VT SSIP Logic Model

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A. Summary of Phase III – Year 3

Vermont is pleased to share this progress report addressing the ongoing work of the State Systemic Improvement Plan (SSIP). 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), which is: *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), and state-level staffing changes (including the retirement of key leadership positions in the State Education Agency (SEA) and within the SSIP work), the SSIP SEA Leadership team was able to put these infrastructures into practice. Vermont's SSIP SEA Leadership Team is representative of teams within the AOE including general education, special education, data, and Multi-tiered System of Supports (MTSS), as well as members of the state Positive Behavioral Interventions and Supports (PBIS) team, the former SPDG Coordinator, the external evaluator, SSIP systems coaches, and the national Technical Assistance (TA) facilitator. As a result of this strong SSIP Leadership team and even with the challenges of staff turnover and the merger of LEAs, the SSIP work was able to continue with minimal disruption to implementation. The focus 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 April 2018 continued to focus on infrastructure and systems-development at the state and local levels, professional learning opportunities, and use of the MTSS framework (including PBIS, for all students. The AOE also focused on developing resources and providing technical assistance (TA) throughout the reporting period 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 (3) individual schools within three (3) LEAs, currently there are a total of thirteen (13) schools within five (5) LEAs. Examples of technical assistance provided includes:

- Professional learning has been provided to each SSIP site regarding the Educational Benefit Reviews (EBR). The purpose of the EBR is to determine whether a student's current IEP is reasonably calculated for the student to receive educational benefit. As the SSIP is focused on improving math performance for students who also experience behavioral issues in the classroom, it will be critical for these students' IEPs to support maximum educational benefit during universal instruction with their peers. The EBR process involves comparing the student's current IEP with the prior two IEPs and guides school teams through the examination of specific components of the IEP. During this process, the local educational agency's (LEA) EBR team looks at various sources documented in the IEP to determine if educational benefit was received.

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- Completion of the [Family Engagement Toolkit and Self-Assessment](#). The Vermont Family Engagement Toolkit and Self-Assessment is 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, including for students with Individualized Education Programs (IEPs). The Toolkit provides researched-based information, proven strategies, a Self-Assessment to reflect on your own practice, and links to additional tools that can be customized to district, school and teacher needs. 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. The Self-Assessment is designed to be completed by teams of school personnel who have the information necessary to reflect upon the spectrum of family engagement practices within a school from the individual teacher level to whole-school initiatives. Ideally, teams should consist of administrators, teachers, related service providers, families, and school family engagement coordinators if available. Individuals may also use this Self-Assessment to reflect on their own practice.

The SEA Leadership Team began to analyze implementation data from all Phase III submissions to determine strengths and weaknesses in preparation for developing a scale-up plan for the SSIP. Most importantly, the team needed to determine what protocols and infrastructure changes would be necessary to support scale-up of activities that would lead to improved outcomes for students in special education. During Phase 2, an evaluation plan was created with some key implementation components, but it lacked the specificity needed for successful scale-up and sustainability of the SSIP work. In this fiscal year, the SEA Leadership 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 AOE's current version of the four (4) year SSIP scale-up plan can be found in Appendix B. To ensure availability of resources that fully support this scale-up plan, the AOE limited scale-up for this fiscal year only to additional schools from last year's SSIP districts.

In May 2018, the SEA Leadership Team with input from stakeholder groups, planned and facilitated its second annual SSIP Meeting - a full-day of reviewing and sharing successes and challenges at all SSIP sites. This full-day meeting was planned as a result of high satisfaction in last year's meeting and a request from SSIP schools to provide additional opportunities for cross-school connections. Due to the popularity and the opportunity for the teachers and leaders from the SSIP sites to provide feedback, the AOE has prioritized will continue sponsoring the annual face-to-face full-day meeting as well as facilitate virtual networking opportunities throughout the school year. SSIP sites stated this was an impactful way for them to share their progress, challenges, and strategies regarding SSIP implementation, as well as include additional schools within the LEA so that they could begin to receive full SSIP resources and supports.

Because of specific stakeholder feedback, additional improvement strategies designed to build capacity included:

- Coaches, also members of the SEA Leadership Team, attended LEA Leadership Team meetings to support their understanding of the SSIP goals, to emphasize aligning current work at LEAs with the SSIP, and to clarify questions regarding participation in the SSIP.

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- The Agreement of Responsibilities (AoR) [Appendix C] was revised to encompass a two-year period to allow for scale-up within the current SSIP sites. The AoR clearly defined expectations for both the SEA and LEA participants. SSIP resources continued to focus on supporting local level leadership teams at the LEAs. Signatures required included the superintendent for the LEA and special education administrator at the local level as well as the State Director for Special Education at the SEA. In addition the AoR documented specific contact information at both the AOE and the SSIP sites.
- Professional learning, coaching, and technical assistance are aligned with MTSS/PBIS frameworks.

Specific evidence-based practices (EBPs) implemented to date

The AOE continues its focus on developing a continuum of supports for all students in Vermont schools utilizing nationally recognized frameworks for academic and behavioral supports: MTSS as well as 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 MTSS 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 logic model previously submitted. Evidence-based practices and trainings offered to SSIP sites (and other interested parties) include the National Council of Teachers of Math Eight Teaching Practices (Eight Math Teaching Practices) and Universal Design for Learning (UDL). In addition, professional learning and resources continued for SSIP sites and ten (10) additional LEAs regarding the EBR process.

Due to increased interest among LEAs who did not sign an AoR to become an SSIP site, the AOE determined that it would make available any professional learning or technical assistance offered to SSIP sites as long as there capacity to do so. This "menu" of offerings helped the AOE in scale-up with the limited resources available for this reporting period. Examples of this mini-scale-up are the Math EdCamp, the Ed Benefit Review and the completion of the Family Engagement Toolkit and Self-Assessment.

Highlights of changes to the implementation and improvement strategies

Although the SSIP focuses on improving proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5, leadership teams are also committed to furthering the Agency's focus on developing a continuum of supports for all students in Vermont

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schools. The primary activities implemented this year resulted in the outputs and outcomes listed below.

- Agreements of Responsibility were signed by the five participating SSIP sites for school years 2018-2020;
- A total of five contracts were executed with professional learning providers, two systems coaches, and one contract for a new external evaluator;
- SSIP sites held 15 separate meetings with systems coaches to continue working on local capacity building;
- SSIP sites received technical assistance and networking opportunities provided virtually and in person via office hours, as well as participation in the SSIP annual meeting;
- PBIS Tiered Fidelity Inventory (TFI) self-assessments were completed at nine schools within the five SSIP sites;
- Professional learning in the 8 Math Teaching practices was provided through four Mathematics EdCamps and 21 Technical Assistance opportunities to all five SSIP sites with a mini-scale-up focus at the most recent EdCamp (January 2019) to an additional 16 participants from 11 schools in four LEAs. Inherent in the EdCamp format, the focus of the two regional EdCamps were determined by the needs of each audience;
- In January 2019 the [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 five SSIP sites with mini-scale-up to an additional 10 LEAs; and
- Developed an implementation support plan for LEA Leadership Teams to facilitate consistency in scale-up of coaching activities [Appendix D].

In addition to supporting state and local participants, Vermont has also assisted other states with SSIP integration and implementation through the following national presentations:
- A webinar presentation for the July 2018 SPDG State Directors session on the integration of Vermont's SSIP and SPDG.
- A poster-presentation at the Office of Special Education Programs (OSEP) Project Directors meeting in July 2018 on "Considering a State's Opioid Challenges through the SSIP, MTSS, PBIS, and Implementation Science."
- A break-out session presentation in October 2018 for the National Center for Systemic Improvement annual face-to-face cross-state collaborative meeting on "Vermont's SSIP Journey."

The SSIP work continues to utilize technical assistance provided by national organizations including representatives from National Center for Systemic Improvement (NCSI), and IDEA Data Center (IDC). Our NCSI representative is a member of the SEA Leadership Team, helped to facilitate the virtual SSIP networking days, and also participated in monthly evaluation calls. Vermont also continues as an active participant in both the mathematics and results-based accountability cross-state learning collaboratives from NCSI.

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B. Progress in Implementing the SSIP

Chart 1 provides a snapshot of the progress toward accomplishing the outputs identified in the SSIP logic model and evaluation plan. Appendix E provides further detail regarding the progress on SSIP implementation activities in Vermont.

Chart 1: Level of Accomplishment
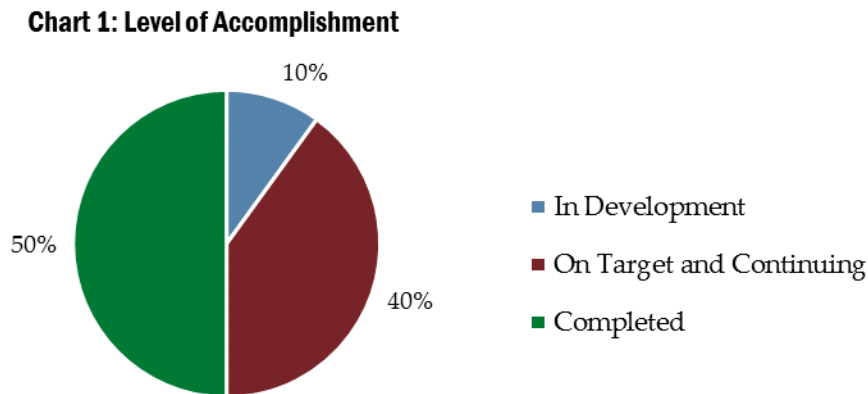
As the logic model [Appendix H] was revised in a previous submission to better describe the outputs and outcomes of the SSIP, data was collected during this reporting period to ensure AOE was on track with the short-term accomplishments necessary to achieve the longer-term outcomes. A specific analysis of activity completion is provided in Appendix E.

Narrative Description of Vermont's SSIP Implementation Progress

All five (5) of the SSIP sites have signed and committed to the responsibilities outlined in an agreement with the AOE [Appendix C]. These agreements serve as the set of expectations for the SSIP sites regarding their engagement in the SSIP.

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

- As part of their continuous improvement efforts, the AOE has restructured the SSIP team at the SEA level to more effectively manage and monitor implementation. All teams have regular meetings and communication is facilitated by overlapping membership on teams. For example, the SSIP Coordinator serves on the SSIP Evaluation Team as well as all AOE SSIP related teams and the SEA Leadership Team so that evaluation information is shared regularly and decision-making is done efficiently.
- All five (5) SSIP sites have identified members of their leadership team, including principals, special education directors, curriculum who will serve as the coordinating unit for SSIP implementation activities.
- AOE staff and external 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 also utilized to triangulate the documents reviewed. To plan supports for them, systems coaches continue to work with the local leadership teams to recognize challenges,

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apply their professional learning, and identify areas of need for SSIP implementation and sustainability.

- Five (5) contracts were developed and executed to support SSIP sites in professional learning. These are in the areas of: mathematics, trauma sensitive environments, educational benefit review, family engagement, and coaching for systems change.
- During this reporting period, professional learning opportunities were developed and sessions delivered in the areas of math (n=4), family engagement (n=2), and educational benefit review (n=5). As part of the post-training evaluation, data was 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.
- The consultant for school/family engagement conducted a needs assessment and reached out to the SSIP sites to identify potential on-site technical assistance (TA). While the onsite TA was meant to be the mechanism for supporting the SSIP sites, it became apparent that a more sustainable approach was needed, therefore [Family Engagement Toolkit and Self-Assessment](#) was developed for use by LEAs and schools throughout the state.

In addition to the planned technical assistance and coaching, additional supports and resources are provided to the SSIP sites as needs are identified and resources are available. To address this, AOE and consultants planned a series of webinars in the form of Office Hours. This format was intended to provide a brief overview of a topic and then foster discussion and sharing by the SSIP site staff participants. Five (5) Office Hours webinars were conducted during this reporting period, reaching 50 people.

Stakeholder involvement in SSIP implementation

Stakeholder engagement is imperative to the success of the SSIP work in Vermont, therefore the SEA Leadership Team has intentionally engaged a variety of stakeholder groups in numerous activities. Table 9 of Appendix E describes specific stakeholder engagement activities to-date that include stakeholder involvement with internal AOE teams, statewide PBIS folks, LEA leadership teams, consultations with national TA providers, and updates/communication to groups or individuals who have expressed interest in this work. 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. In addition, the AOE has completed the Family Engagement Toolkit and Self-Assessment The roll-out will occur with SSIP sites in spring 2019. This will support local level leadership teams to include families as partners (stakeholders) in their local educational communities.

C. Data on Implementation and Outcomes

The evaluation plan for the Vermont SSIP was developed using a participatory evaluation approach in which the external evaluators worked closely with the SEA Leadership Team to finalize the evaluation plan and performance indicators for reporting last year. Appendix F describes those

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monitoring activities and data collection schedules which reflect any ongoing adjustments necessary to ensure streamlined data collection and use of existing data wherever possible.

To ensure that the SEA Leadership Team has a means of assessing whether the strategies described in the theory of action [Appendix G] are leading toward the desired results, the logic model [Appendix H] and evaluation plan [Appendix F] 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 knowledge regarding the 8 Math Teaching Practices, PBIS, and trauma sensitive environments) 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 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 Appendix F. These timelines are aligned to the scheduled professional learning and regular administration of self-assessments (e.g., PBIS Tiered Fidelity Inventory). In this way, the results can be reported on timelines that are integrated in the regular meeting schedule for the SEA Leadership 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 tables and narrative provide annual performance data for the key performance measures contained in the evaluation plan [Appendix F]. These specific performance measures align with the stages of implementation for this year's SSIP reporting period.

Figure C.1 – Knowledge of 8 Math Teaching Practices

School Personnel Outcome	Performance Measure	Annual Performance Data
School personnel who are responsible for providing math instruction are knowledgeable about 8 Math Teaching Practices.	100% of school personnel participating in math professional learning report increased knowledge in 8 Math Teaching Practices.	2018 - 95% 2019 - 90%

For this measure, our reporting period was February 2018 – February 2019), four (4) mathematics EdCamp training opportunities (two were held regionally, so the total number of sessions was six) were held on February 8, April 2 (both were single statewide sessions), October 16 and 18, 2018 and January 8 and 11, 2019 (regional locations – north/south). Participants included math coaches/interventionists, special education and general education personnel, from SSIP and non-SSIP

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schools. The EdCamps provided training on a continuum of math instruction and supports within an MTSS framework. The learning outcomes for the regional EdCamps are bulleted below:

- Collaborate with other mathematics educators and leaders in Vermont.
- Develop and strengthen shared leadership in mathematics education in your systems.
- Cultivate the understanding and implementation of the National Center for Teaching Mathematics' (NCTM) Mathematical Teaching Practices.
- Promote equitable access to high levels of learning for all students.
- Implement tasks that promote reasoning and problem solving.
- Facilitate meaningful mathematical discourse.
- Elicit and use evidence of student thinking.

To collect data on the performance measure regarding increased knowledge, an end-of-training survey was administered after each session. 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 2, on average, 90% of the EdCamp participants from SSIP LEAs strongly agreed (on a four-point scale) that their knowledge of the EdCamp content was increased due to their participation. Results across the four EdCamps varied from 64% in February 2018 to 100% at the April 2018 EdCamp. The 90% average score was 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 3). Due to the changing participation in each EdCamp session, care must be taken in making comparisons across years.

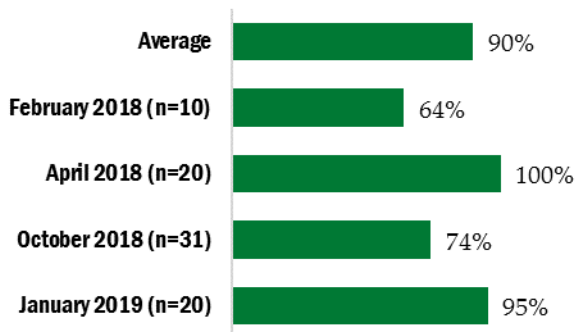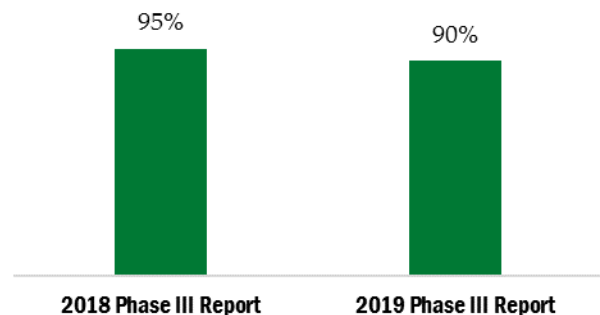**Chart 2: Knowledge of Training Content After EdCamp**

Average	90%
February 2018 (n=10)	64%
April 2018 (n=20)	100%
October 2018 (n=31)	74%
January 2019 (n=20)	95%

Chart 3: Knowledge of Training Content Over Time

2018 Phase III Report	2019 Phase III Report
95%	90%

In addition to agreeing that their knowledge was extended because of the math professional learning, respondents to the survey also reported they had increased confidence to engage in/support mathematics coaching within MTSS. The respondents were asked to rate their confidence BEFORE and AFTER the professional learning session. On average, participants' confidence increased from prior to the EdCamp (53%) to after the EdCamp (86%) [Chart 4 below]. In comparing the results across the last two school years [Chart 5 below], 2018-19 participants perceived somewhat greater confidence than the 2017-18 respondents in their confidence to engage in/support mathematics coaching, as a result of the EdCamp sessions. As stated in the previous paragraph, due to the changing participation in each EdCamp session, care must be taken in making comparisons across years.

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Chart 4: Confidence to Engage In/Support Mathematics Coaching Within MTSS
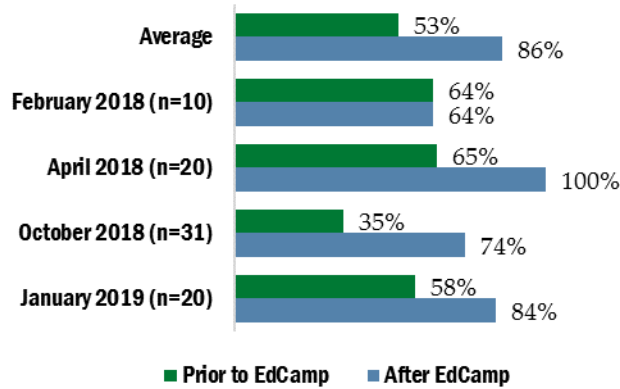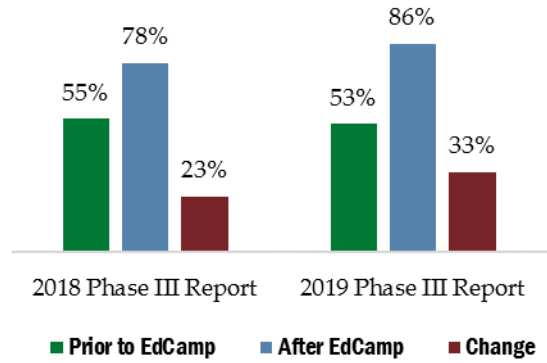
Chart 5: Confidence to Engage In/Support Mathematics Coaching Within MTSS Over Time

To support the training offered through the EdCamps, on-site coaching was also provided to math educators at participating SSIP schools and LEAs. Between November 2018 and February 2019, when the coaching log was in place, 21 coaching activities were conducted with mathematics educators in the five participating LEAs. As shown in Chart 6, the most frequent type of coaching was general technical assistance.

Chart 6: Amount and Type of Coaching
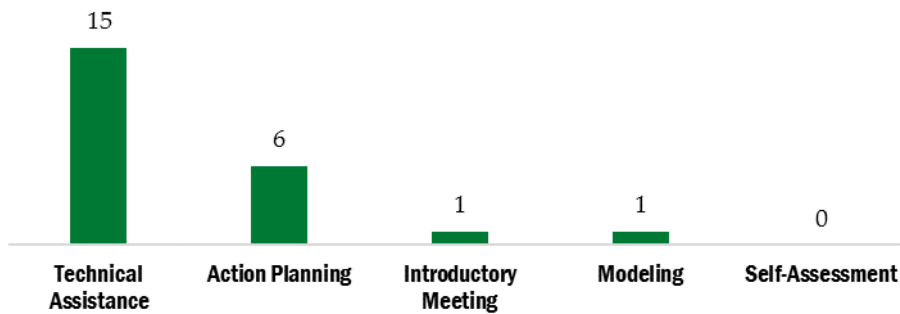
To assess growth in educators' self-efficacy, or confidence, in providing mathematics instruction and using data, a baseline Mathematics Belief Survey was administered in February 2019. As shown in Chart 7 (below), the eight SSIP teachers who completed the baseline survey in January 2019, provided the lowest ratings to their confidence and belief in teaching mathematics (m=2.3). The teachers provided similar ratings for their teaching efficacy (m=2.8) and their data use (m=2.9).

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Chart 7: Vermont Mathematics Belief Survey
(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)
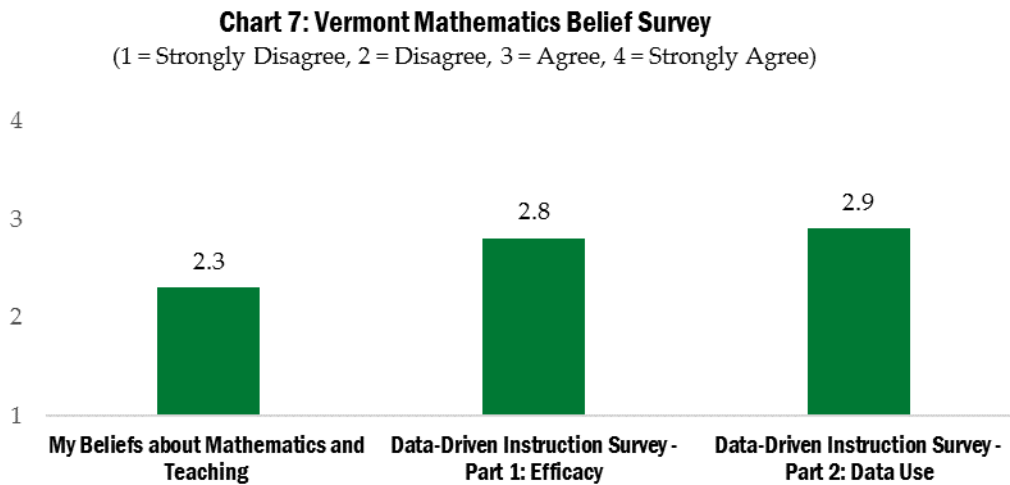
The data below on level of fidelity of PBIS implementation are based on the results from the spring PBIS Tiered Fidelity Inventory (TFI). The TFI is an instrument that includes measures to assess fidelity of core PBIS features at all three tiers. The SSIP sites are at varying levels of implementing PBIS, and not all sites are implementing all three tiers. For this reason, the data reflects the percentage of sites implementing each tier with fidelity.

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 Tier 2 – 60% in 2017 69% in 2018 Tier 3 – 75% in 2017 73% in 2018

During this reporting period, nine SSIP schools were implementing PBIS Tiers 1 and 2, while only four schools were implementing Tier 3 PBIS practices. On average, the SSIP schools experienced an increase in the degree of Tier 1 fidelity by 14%, with a gain of 9% in the use of Tier 2 practices [Chart 8 on page 13]. However, there was a small drop of 2% in Tier 3 fidelity. Using the established criteria of 70% on the TFI to indicate fidelity of implementation, SSIP schools were implementing Tiers 1 and 3 with fidelity, and were only 1% below Tier 2 fidelity. A potential area to review in future submissions may be to look at the changes in annual student count based on the fidelity level for each tier.

To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.

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Chart 8: SSIP Schools PBIS Tiered Fidelity Inventory Results
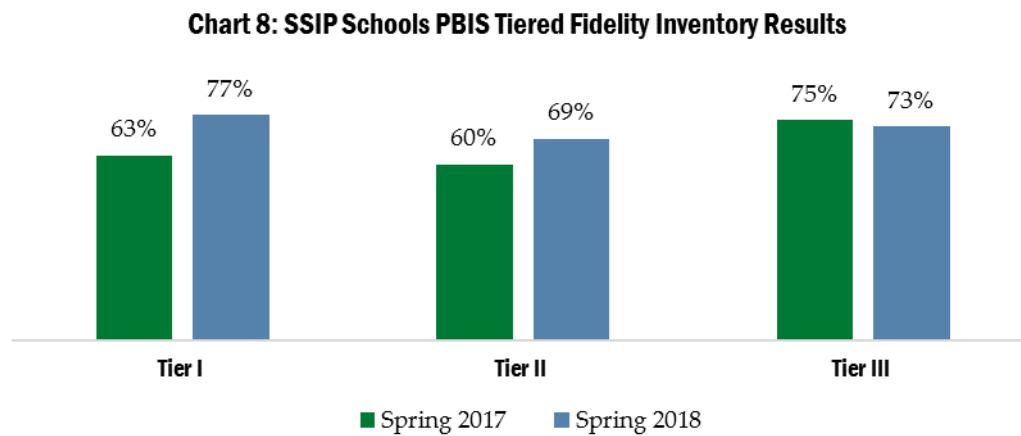
The data below reflect family engagement "outcome" data as it relates to increased knowledge of the IEP process. Using the Family Engagement Toolkit and Self-Assessment, three SSIP sites completed the needs assessment in 2016-17 and one SSIP site completed it in 2017-18 to determine the most appropriate resources and support required by the sites for successful family engagement.

Figure C.3 – Knowledge of the IEP Process

Parent Communication Outcome	Performance Measure	Annual Performance Data
Parents are aware of the IEP process and their role in their student's education.	80% of parents at the SSIP sites report increased knowledge of the IEP process and their role in the education of their student with disabilities.	There is regular, two-way, meaningful communication between schools and parents/families of children with IEPs about their student's learning and the IEP process. 2016-17 - 33% 2017-18 - 61%

The Self-Assessment was designed to be completed by teams of school personnel who have the information necessary to reflect upon the spectrum of family engagement practices within a school from the individual teacher level to whole-school initiatives. Ideally, teams should consist of administrators, teachers, related service providers, families, and school family engagement coordinators if available. Individuals may also use this Self-Assessment to reflect on their own practice.

Resources in the Toolkit include:

- Sample Process Agenda: Completing the Self-Assessment
- Gathering Feedback from Stakeholders on Family Engagement: Tips and Best Practices
- Family Focus Group Question Bank
- Family Survey Question Bank
- Sample Process Agenda: Action Planning
- Family Engagement Brainstorming Worksheet
- Action Planning and Stakeholder Engagement Template

- Sample Process Agenda: Sustainability Planning
- Partnering with Your Child's School: What Families Need to Know, Share, and Ask
- Resources for Vermont Families
- Preparing for and Participating in Your Child's IEP Team Meeting

The contractor on this initiative worked with two schools as part of the development of the Toolkit and related materials. Chart 9 provides baseline data from one of the schools participating in the original. Personnel at this school provided the highest rating (1 = not in place, 2 = partially in place, 3 = in place) for Partnering with the Community (87%), Creating a Welcoming Environment (71%). Areas in need of more work include Ensuring Sustainability (31%) and Sharing Power and Responsibility (43%).

Chart 9: Family Toolkit Core Principles
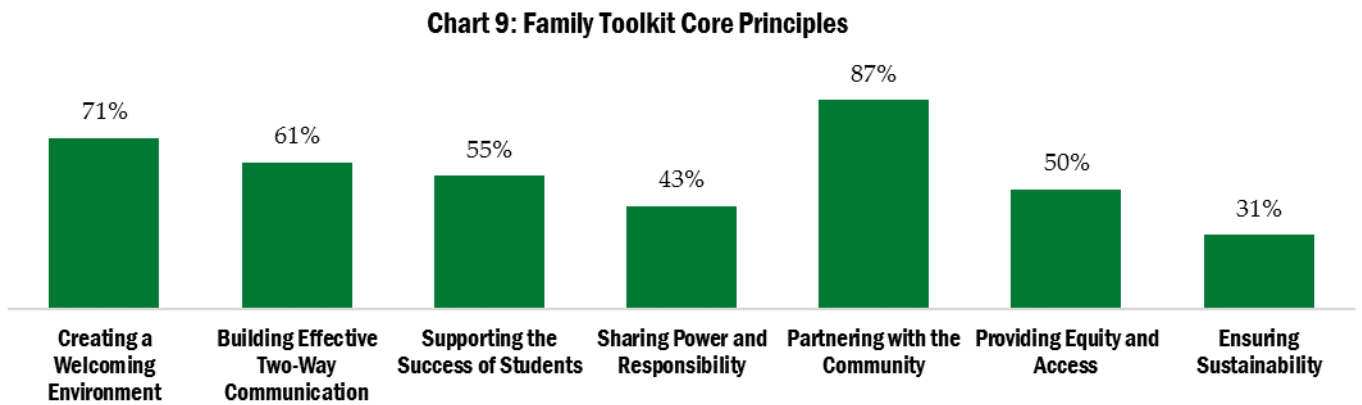
SSIP LEA leadership teams and system coaches are currently recruiting SSIPs sites to pilot the final version of the survey with participating third through fifth grade teachers, administrators, and other pertinent personnel. That data will be used to establish new baselines for future professional learning opportunities in the area of family engagement.

Figure C.4 – 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 parents at the SSIP sites report effective communication with school staff regarding their students' academic and behavioral supports.	2016-17 - 67% 2017-18 - 0%

Data for this performance measure was calculated using results from 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 in grades 3-5.

Only one survey was returned from a parent of a student with an emotional disturbance from a SSIP school, and that survey did not meet the criteria for parent involvement [Table 1 below]. In 2016-17, three surveys were returned and two met the necessary criteria, for a 67% success rate. The extremely small number of students impacted in the three grades does not allow for a statistical analysis.

Similarly, a smaller number of 2017-18 surveys were returned from parents of students with all disabilities in SSIP schools than in 2016-17. The 2017-18 success rate of 25% was lower than the 2016-17 success rate of 40%. All of these data are lower than desired. The AOE is exploring methods for increasing the response rate statewide.

Table 1: Percent Involved for Indicator 8 Surveys

	2016-17			2017-18		
	Received	**Met Criteria**	**Percentage**	**Received**	**Met Criteria**	**Percentage**
All IEP	25	10	40%	16	4	25%
ED	3	2	67%	1	0	0%

Regarding the performance measure related to effective communication regarding students' academic and behavioral supports in Figure C.5, the SSIP sites are just beginning to receive professional development regarding Educational Benefit Review Process/Reflecting on Quality of IEPs, so it is too early in implementation to collect data regarding how this professional learning is influencing parent and school communication regarding the IEP process.

Figure C.5 – SSIP Sites 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 SSIP sites report effective communication with parents regarding their students' academic and behavioral supports (as measured by the results of the Educational Benefit Reviews).	• 100% of respondents in 2018 and 2019 gained knowledge on the educational benefit review process and parent/school communication skills regarding the IEP process. • 98% of respondents in 2018 and 96% in 2019 reported they were likely to use the educational benefit review process to reflect on IEPs and facilitate communication.

Results of end-of-training surveys (outcome data) from the sessions conducted for five (5) of the SSIP sites indicate that participants gained knowledge, and aspired to apply their learning about the Educational Benefit Review Process. Chart 10 below displays the data regarding the reported levels of knowledge about the Educational Benefit Review Process BEFORE and AFTER the session. All the respondents (100%) indicated they had some level of knowledge gain and overall, with the majority at a level of 3 or 4 after the session.

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To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.

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Chart 10: Knowledge of the Educational Benefit Review Process
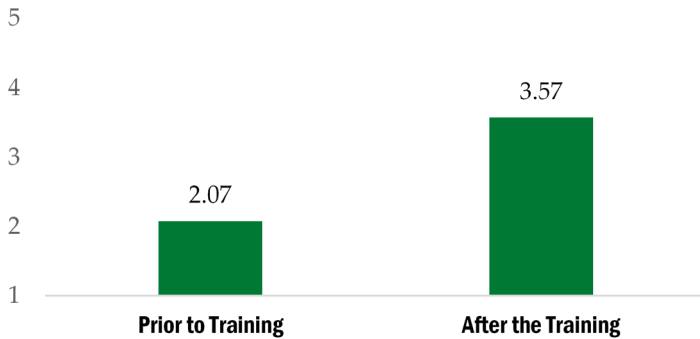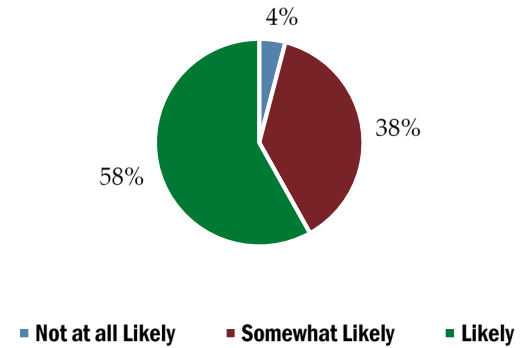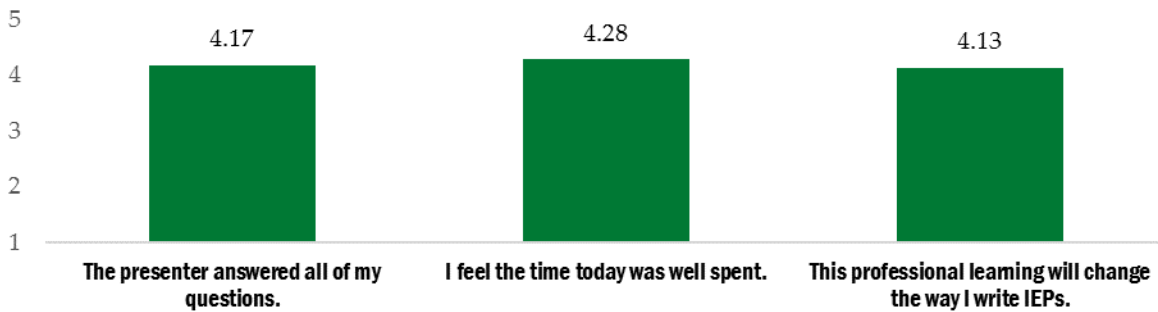(Scale: 1 = Low Knowledge, 5 = High Knowledge)

Prior to Training: 2.07
After the Training: 3.57

Chart 11: How likely are you to use the Educational Benefit Review Process to reflect on IEP practices in the future?

4%
38%
58%

▪ Not at all Likely ▪ Somewhat Likely ▪ Likely

As shown in Chart 11 above, 90% of participating school personnel reported they were somewhat likely or likely to use the Educational Benefit Review Process to reflect on IEP practices in the future. Last, training participants were asked to provide formative feedback on the training provided. On average participants felt that the presenter answered their questions, the time was well spent, and the professional learning provided would change the way they write IEPs.

Chart 12: Quality of Educational Benefit Training
(Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

The presenter answered all of my questions: 4.17
I feel the time today was well spent: 4.28
This professional learning will change the way I write IEPs: 4.13

For the equitable access in mathematics measure in Figure C.6 below, the AOE will be analyzing a set of data including Least Restrictive Environment (LRE) settings, and eventually discipline data and observations, to assess students' engagement in the mathematics classroom instruction.

Figure C.6 – 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%

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To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.
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An analysis of the LRE data at the SSIP sites indicates that in 2017-18, 81% of the students with emotional disturbances participated in the general education classroom at least 80% of the day [Chart 13]. In 2017-18, 87% of all students with disabilities, were in general education settings at least 80% of the day [Chart 14]. However, students with emotional disabilities at SSIP sites are twice as likely to receive instruction in less inclusive settings as comparable students across the state. There was a 1% difference in the percentage of all students with disabilities at SSIP sties and students with disabilities across the state, in the time spent in the least inclusive settings.

Chart 13: Primary Environments where Students with Emotional Disturbances Receive Instruction (2017-18)
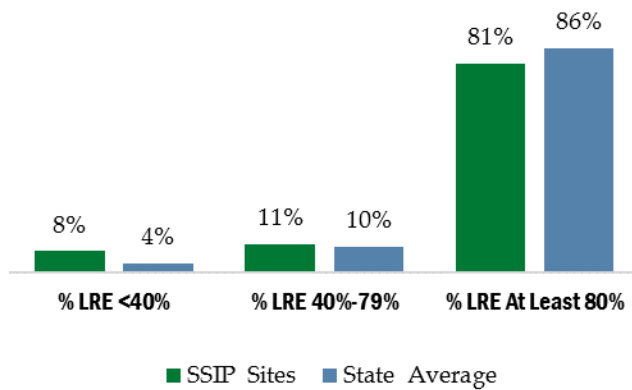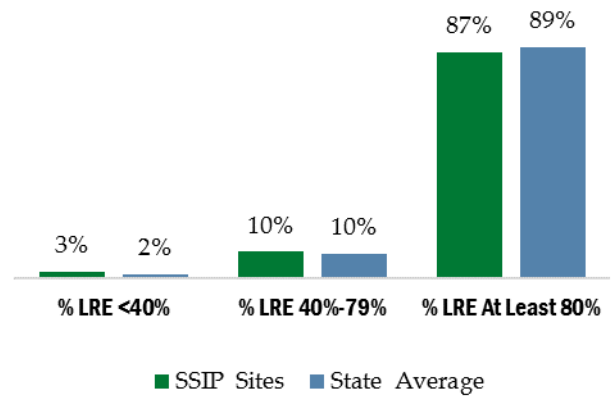

Chart 14: Primary Environments where all Students with Disabilities Receive Instruction (2017-18)

Vermont students in grades 3 through 9 take the Smarter Balanced Assessment (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 fourth year Vermont students, statewide, participated in the SBAC.

Figure C.7 – Mathematics Proficiency

Student Outcome	Performance Measure	Annual Performance Data
Students with ED in grades 3-5 will increase proficiency in mathematics.	7.2% of students with ED at SSIP sites are proficient in math as measured by the Smarter Balanced Assessment.	% proficient 2017 – 13.0% 2018 – 5.3%

There was a small decrease in the number of students with emotional disturbances at SSIP sites participating in the mathematics SBAC in 2018, compared to 2017 [Chart 15]. There were five additional third grade students, six fewer fourth grades students and seven less fifth graders. At the state level, there were also fewer students with emotional disturbances at each grade level participating the mathematics SBAC in 2018 than in 2017. Due to small n-size in previous reports, the AOE has been monitoring the larger than expected proficiency numbers and this year's 5.3% is closer

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to what would be expected with Vermont's small n-size. The AOE believes continued scale-up activities and increased n-size will move statewide proficiency rates closer to target.

Chart 15: Number of Students with Emotional Disturbances Participating in the SBAC Mathematics Assessment
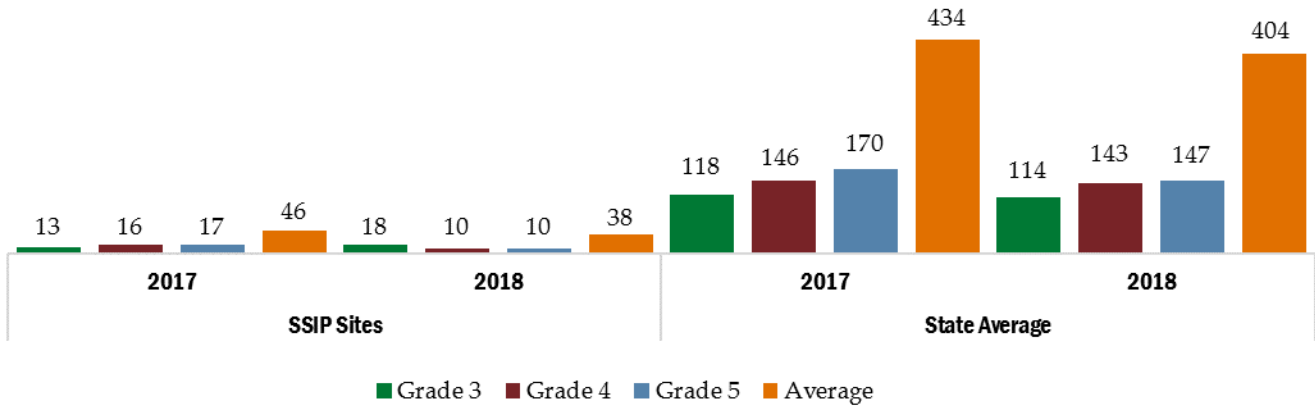
There was a smaller percentage of third through fifth grade students with emotional disturbances at SSIP sites scoring proficient on the mathematics SBAC in 2018, dropping from 13.0% in 2017 to 5.3% in 2018 [Chart 16]. Third grade students with emotional disturbances saw a large decrease, from 23.1% in 2017 to zero third grade students with emotional disturbances scoring proficient in 2018. Only fourth grade students had an increase in proficiency rates between 2017 and 2018. Conversely, the state average for third through fifth grade students with emotional disturbances increased from 7.8% in 2017 to 11.9% in 2018. This is an area for a potential deeper data dive.

Chart 16: Percentage of Students with Emotional Disturbances Scoring Proficient on the SBAC Mathematics Assessment
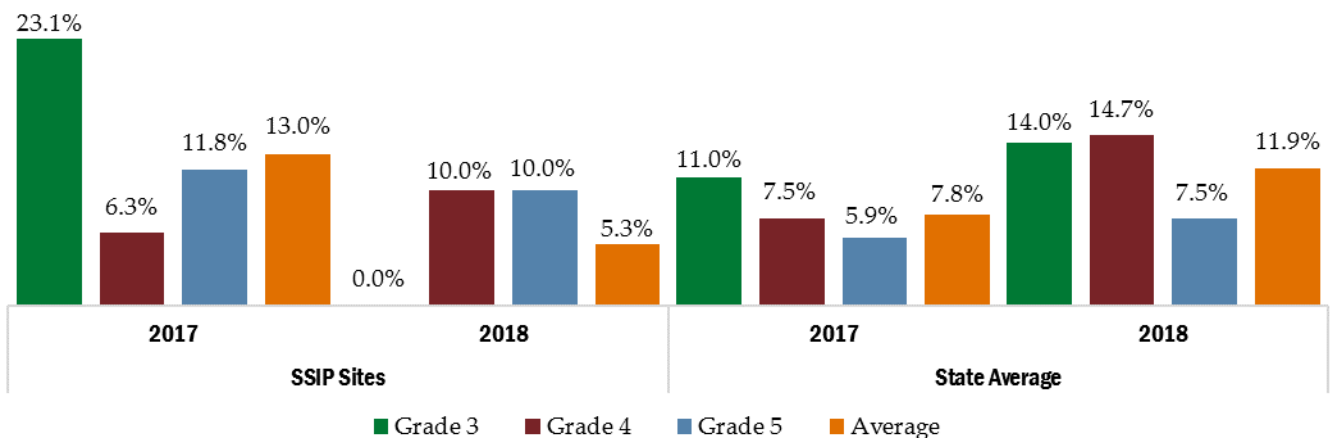
To assess progress on implementation of SSIP activities, the external evaluator reviewed the Implementation Plan [Appendix D] and identified activity completion dates that were not met as planned. The review included only those activities across all the implementation stages that were intended to be completed by this implementation year (n=84). The 2018 data were calculated based on 66 activities that were to have been completed for the 2018 Phase III Year 3 report.

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To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.
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Figure C.8 – 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 D].	2018 - 91% 2019 – 90%

An analysis of the completed activities for each of the competency drivers indicates that on average, 90% of scheduled activities, across the nine drivers have been completed [Table 2]. All of the proposed implementation activities for the drivers related to selection, training, evaluation and progress monitoring, and development of leadership teams have been completed. The coaching and data-driven decision making have the smallest percentage of completed activities.

Table 2: 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	20	20	100%
3. Coaching	8	5	63%
4. Facilitative Administration	8	7	88%
5. Systemic Supports	15	13	87%
6. Evaluation and Progress Monitoring	8	8	100%
7. Data-Driven Decision Making	3	2	67%
8. Development of Leadership Teams	8	8	100%
9. Stakeholder Engagement	6	5	83%
Total	**84**	**76**	**90%**

In 2017, 2018, and January 2019, the Team Functioning Survey was administered to the members of the SEA Leadership Team. This instrument provides a means to assess effective teaming across an array of aspects (e.g., clear vision/mission, effective internal and external communication, clear roles/ responsibilities).

Figure C.9– Systems to Support SSIP through SEA Leadership 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

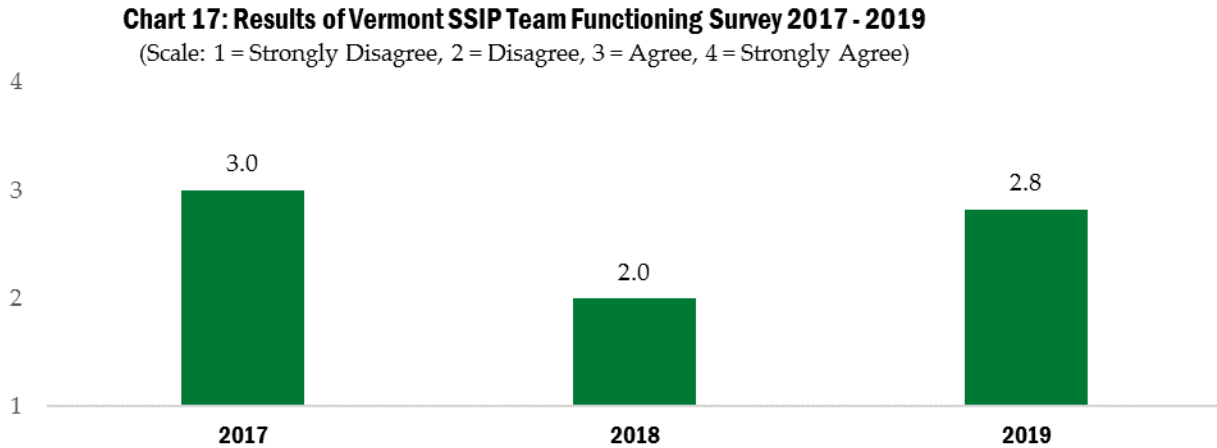In 2017 and 2018, a seven-point Likert Scale was used. To determine a baseline in 2017 and 2018, the results were analyzed and a percentage for the survey items with an average score of "4" and above was calculated and used for this performance measure. In 2019, in a switch to an online tool, a reduced four-point scale was used and a score of three or above was used to indicate the performance measure

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had been met. In 2018, only 38% of the respondents to the Team Functioning Survey (n=7) provided an average rating of three or above.

Chart 17 below displays the average ratings across all respondents for each year, using a four-point scale. The summary of the survey results is depicted in the figure below. The 2019 Team Functioning Survey results (m=2.8) show an increase from 2018 (m=2.0), but a slight dip from 2017 (m=3.0). Considering the turnover in membership of the SEA Leadership Team, the results are relatively positive.

Chart 17: Results of Vermont SSIP Team Functioning Survey 2017 - 2019
(Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

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 E] proposed activities for each driver. For this performance measure, implementation activities for each driver were reviewed and categorized as sustained or not. Figure C.10 provides the number and percentage of activities under each driver that have been sustained. At this stage of SSIP implementation, activities related to selection, training, evaluation and progress monitoring, and development of leadership teams are being fully sustained.

Figure C.10 – 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%

Table 3 below lists both the implementation science competency drivers, and the degree to which each set of activities are sustained.

Vermont's State Identified Measurable Result (SIMR):
To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.

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Table 3: 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	5	5	100%
3. Coaching	2	0	0%
4. Facilitative Administration	2	1	50%
5. Systemic Supports	4	1	25%
6. Evaluation and Progress Monitoring	2	2	100%
7. Data-Driven Decision Making	1	0	0%
8. Development of Leadership Teams	2	2	100%
9. Stakeholder Engagement	2	0	0%
Total	**22**	**13**	**59%**

Although not at the fully sustained level, there are many on-going activities related to coaching, data-driven decision-making, and stakeholder engagement. Specific activities include:

- coaching – both systems and instructional coaching;
- data-driven decisions as part of the work that the systems coaches do with the schools and as part of activities in the implementation plan, and
- stakeholder engagement while not as high as in previous years, there are virtual and in-person meetings regularly scheduled and held.

D. Data Quality Issues

Data limitations that affected reports of progress in implementing the SSIP/achieving the SIMR

Due to the small n-size of students addressed in the SIMR within individual schools, results for data collection and reporting are aggregated. Each SSIP site has the necessary data to make local decisions about implementation and progress, however, the disaggregated data will not be included in formal reporting for the SSIP work in Vermont. This approach ensures the use of the data for its specific purpose and by the appropriate participants to make timely and informed decisions. Vermont is a small state, therefore small "n" size will continue 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.

While there is a level of consistency in surveys used to collect data on the quality of the professional learning sessions, and the gains in knowledge for participants, the specific survey items vary. This approach to data aggregation allows the consultants to use their surveys (developed for the professional learning they deliver) and allows the AOE to report data in a way that addresses the SSIP performance measures. In the coming year, the Evaluation Team will review and assess ways to streamline the various surveys and the potential for using a common measure where possible.

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With a change of external evaluator in September 2018, there is a transition period as the new evaluator learns more about the measures and instruments used, as well as the contextual history of the SSIP implementation and evaluation.

E. Progress Toward Achieving Intended Improvements

SSIP efforts were carefully executed to consider all relevant evidence-based practices and procedures intended to have the greatest impact on meeting the state's SIMR. The SEA Leadership 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 disability, one potential decision-point this year was to consider scale-up 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 the changing practices benefits, applies to improved outcomes for students with an emotional disability, then these changes in practice should also benefit all students in the classroom (general education and all students with disabilities). The AOE determined that changing targets for the SIMR might make more sense to do when changes are made to all APR targets in the next year. In the meantime, the AOE will begin to look at ways to report both demographic groups as a way to collect data for determining the impact for 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 with behavioral issues);
- SEA Leadership Team structure so that allows members to engage in productive reflection with subsequent data-informed decision-making at regularly scheduled meetings;
- Focus on further developing leadership teams at the LEA level with the support of systems coaches;
- Completion of the [Family Engagement Toolkit and Self-Assessment](#) that was piloted in two SSIP sites, but is now available to all supervisory union/school districts in the state; and
- Regular engagement in continuous improvement cycles when barriers or challenges arise.

F. Plans for Next Year

As stated in the Executive summary of the FFY2017 SPP/APR filed in February 2019, the Secretary of Education and the Deputy Secretary for the Agency of Education (AOE) provide direction to the Student Support Services Division which is composed of Special Education, MTSS and Early Learning teams. These teams work in collaboration to provide technical assistance and support for building capacity at the LEA level in order to meet state and federal requirements for special education, assessment, and other direct support services for students PK-12 in Vermont schools. In order to provide a more unified approach to technical assistance, monitoring and professional learning opportunities, the AOE has developed cross-team collaboratives. This cross-team approach began in

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To improve proficiency of math performance for students identified as having an emotional disability in grades 3, 4, and 5.
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FFY2016 as part of a continuous improvement process at the AOE to ensure alignment of initiatives and consistent messaging to LEAs throughout Vermont. The special education team is an active part of the cross-teams that review data related to Vermont's ESSA State Plan as well as spearheading technical assistance and supports related to IDEA B requirements. The special education monitoring team has become part of NCSI's Results Based Accountability (RBA) Collaborative and had begun receiving technical assistance support for re-designing special education monitoring so that it will be tied directly to data in the SPP/APR. The development of a new general supervision and monitoring system has just begun and will focus on options for braiding of resources and data between multiple state initiatives and the SSIP to ensure efficiency and a reduction of touchpoints at the local level.

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Appendix A – Acronym List

AHS - Agency of Human Services (mental health agency)

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

CCSS - Common Core State Standards

CIP - Continuous Improvement Plan

CSP - Coordinated Services Plan (aka Act 264 Plan)

EBP - Evidence-Based Practice

EBR – Educational Benefit Review

ED - Student with an Emotional Disturbance

EEC - Evergreen Evaluation and Consulting

EQR - Education Quality Review

EQS - Education Quality Standards

ESSA - Every Student Succeeds Act

EST - Education Support Team

FBA - Functional Behavior Assessment

IDC - IDEA Data Center

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

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)

Part C - Birth to age 3 (special education term)

PBIS - Positive Behavioral Interventions and Supports

RDA - Results Driven Accountability

RFP - Request for Proposal (for contracting with external consultants)

RTII - Responsiveness to Instruction and Intervention

SEA - State Education Agency (i.e., Agency of Education)

SEL - Social and Emotional Learning

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

SPDG - State Personnel Development Grant

SPP/APR - State Performance Plan and Annual Performance Report

SSIP - State Systemic Improvement Plan

SWIFT - School-wide Integrated Framework for Transformation

TA - Technical Assistance

UDL - Universal Design for Learning

Appendix B: 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)
Assess needs through readiness checklist (TBD) ● 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.	● SU Team ● School Team	Purpose: 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 Readiness in the areas of: ● Data literacy ● MTSS ● Math knowledge/ intervention ● Social/emotional	➢ 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 ● Structure ● Teams	implementation ➢ 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** ● Superintendent ● Behavioral/SEL representative ● Business manager/fiscal representative *(as needed)* ● Math/curriculum representative (curriculum director) ● Special education director ● Systems Coach (SSIP - external assignment) Implementation Team: **School Level** ● Principal	Roster and contact information	➢ 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)
	- 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) ○ Math instructional coach ○ Interventionist		
Review the current system, include Problem Solving Team/Process at SU and school level *(see WestEd tool in first row)*	SU and school team	- 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	➢ 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	➢ 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	➢ Review annual climate survey data yearly (VTmtss Team)
Complete the Educational Benefit Review Process for developing better IEPs and supports for students *Attend full-day, on-site process, develop action plan for writing measurable IEPs; including funding and PD to support such as PBIS, trauma sensitive *Year 2: 4 hours of TA to implement the action plan	School team Systems Coach	● 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 ?	➢ **Special Ed Monitoring Team** will brainstorm how we can connect the work with other AOE initiatives
Complete fidelity form/checklist of System Coaches	● SU ● School team	● Semi-annually: ○ Winter	SEA Leadership Team to align coaching form to existing

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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	● Math teacher leaders	● Annually	As part of the AOR
Meet with Systems Coach (25 hours)	● 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	- School team - System Coach - 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)	- CIP - Systems coaching reflection log (might need to make it specific) - Data to Action form - Tiered Fidelity Inventory (TFI)	**Evaluator** to modify the coaching reflection log to hit on the data use
Complete fidelity form/checklist of System Coaches	- SU - School team	Annually in the spring	**SEA Leadership Team** to create/REVISE coaching form to existing initiatives
Identify strengths and challenges of the current process, the "so what" Complete an implementation drivers review and determine current level of system *MIGHT NEED TO FLESH THIS OUT A BIT MORE (MAY NEED*	- School team - Systems Coach	- Tiered Fidelity Inventory - Wins and hiccups (WestEd) - Family Engagement Survey	- 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)
TO ADD TO YEAR 1 AND/OR AN EARLIER STEP)			
Intentional planning of professional learning and systems coaching support to increase capacity and sustainability. Such as: Attend professional learning in: • Math • Social/Emotional Learning • PBIS • UDL • Family Engagement	AOE - to figure out which PD we are giving them based upon their needs and readiness; System coaches discussing with AOE	Review of CIPs Review of surveys from above Meeting with Systems Coaches	➢ 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
Meet with Systems Coach (20 hours)	SU Team Systems Coach		
SU Team identifies at least 1 additional school to begin implementation following year	SU Team Systems Coach	At end of year Scale-up plan	**SEA Leadership team** budgets resources for scaling up – Fall/Winter of state fiscal 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 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: • 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	➢ 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	➢ 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		

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State of Vermont   [phone]   802-479-1030   *Agency of Education*
219 North Main Street, Suite 402   [fax]   802-479-1835
Barre, VT 05641
education.vermont.gov

APPENDIX C - Agreement of Responsibility

This agreement of responsibility between the Vermont Agency of Education (AOE) and the Local Education Agency (LEA) is based on the Theory of Action and Logic Model for the State Systemic Improvement Plan (SSIP) which are included as attachments to this document.

PURPOSE AND SCOPE OF WORK

The purpose of this Agreement of Responsibility (AoR) is to clearly identify the roles and responsibilities of the AOE and LEA in support of the SSIP work. The scope of work is to build the knowledge, skills, and internal capacity of the educational leaders and staff at LEA 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 the statewide assessment.

TERM

The term of this agreement is for the 2018/2019 and 2019/2020 school years. This AoR will be reviewed and revised as needed for each subsequent school year thereafter.

VERMONT AGENCY OF EDUCATION RESPONSIBILITY

The AOE shall undertake the following activities per school year:

SU/SD SSIP Implementation Team Development and Support
- Provide systems coaching and technical assistance to each site, based on the implementation needs of the SU/SD, either virtually or face-to-face. Systems coaching shall be offered as follows (based upon the length of time each site is a participant in the SSIP work):
    - Year 1 – up to 25 hours; coaches will meet at least monthly/bi-monthly with SU/SD Implementation Team.
    - Year 2 – up to 20 hours; coaches will meet at least every other month with SU/SD Implementation Team.
    - Year 3 – up to 12 hours; coaches will meet at least quarterly meetings with SU/SD Implementation Team.
- Collaborate with the SU/SD systems coaches and the SU/SD Implementation Team to support scale-up of the SSIP work including additional schools within the SU/SD.
- Offer opportunities to participate as part of the AOE transformation team meetings, when appropriate.
- Facilitate two (2) virtual opportunities for networking of the SSIP Implementation Teams throughout the school year.
- Facilitate an Annual Meeting for SSIP Implementation Teams on May 13, 2019 at the Barre Civic Center Alumni Hall, 20 Auditorium Hill, Barre, Vermont (for the 2018/19 school year).

Professional Learning Opportunities
- Provide math instructional coaches, math teacher leaders, administrators, and special educators with professional learning and on-site technical support for evidence-based mathematics teaching and learning practices (e.g., *NCTM Eight (8) Math Teaching Practices)* within a multi-tiered system of supports. This will include at a minimum:

- o Develop and deliver three (3) full-day professional learning sessions utilizing an Edcamp structure focused on topics of interest and problems of practice that are generated by the participants during the first Edcamp training. The three (3) sessions will be duplicated in the northern and southern regions of the state. Dates and locations for the math Edcamps will be provided at the beginning of each school year.
  - o Provide up to 24 hours of on-site technical assistance (TA) in the form of coaching assistance to mathematics coaches and educators from schools or SU/SDs participating in the SSIP work. Technical assistance will be offered as follows:
    - ▪ In year 1 of participation, sites will receive up to 24 hours of TA for the year.
    - ▪ In years 2 and 3 of participation, sites will receive up to 12 hours of TA per year.
- Provide training and support for the [Educational Benefit Review Process](#) to assist staff in developing and implementing an action plan to ensure that IEPs provide student access to, participation in, and progress in the general education curriculum. This will include at a minimum:
  - o Year 1 – provide a full day on-site professional learning opportunity to learn the process and develop an action plan.
  - o Year 2 – provide up to four (4) hours of virtual technical assistance in support of implementing the action plan.
- Provide vetted professional learning opportunities and resources in academic and social/emotional practices through PBIS and MTSS modules. A list of vetted resources and non-SSIP funded professional learning opportunities will also be available to SSIP sites. These opportunities may qualify for use of BEST/Act 230 funds, innovation grants, Title IIA, or other funding sources.

Communication and Miscellaneous

- State Director of Special Education will be the main contact for SSIP work at the AOE. Co-coordinators will be responsible for support and communication as needed.
- Develop and maintain vetted evidenced-based resources for use by SSIP sites.
- Respond to requests from SSIP sites within 2 business days.

LEA RESPONSIBILITIES

The LEA shall undertake the following activities per school year:

SU/SD SSIP Implementation Team Development and Support

- SU/SD Implementation Team will utilize systems coaching technical assistance to support the SSIP work and alignment of practices as follows (based upon the length of time each site is a participant in the SSIP work):
  - o Year 1 – up to 25 hours; meeting at least monthly/bi-monthly with the systems coach.
  - o Year 2 – up to 20 hours; meeting at least every other month with the systems coach.
  - o Year 3 – up to 12 hours; meeting at least quarterly with the systems coach.

  This will include at a minimum for all participating sites:
  - o Develop a scale-up plan for the SSIP work to begin in at least one additional elementary school(s) within the school district.
  - o Annual completion of PBIS universal screening and Tiered Fidelity Inventory for all participating schools with support from the systems coach as needed.
- Participate as part of transformation team meetings, when appropriate.

- Participate in two (2) virtual opportunities for networking of SSIP Implementation Teams throughout the school year.
- Attend and report implementation progress at the Annual Meeting for SSIP Implementation Teams on May 13, 2019 at the Barre Civic Center Alumni Hall, 20 Auditorium Hill, Barre, Vermont (for the 2018/19 school year).
- Utilize SSIP professional learning opportunities that could contribute to the development and improvement of educational outcomes for students.

Professional Learning Opportunities
- Participate in professional learning and on-site technical support for evidence-based mathematics teaching and learning practices (e.g., *NCTM Eight (8) Math Teaching Practices)*. Participants will include math instructional coaches, math teacher leaders, administrators, and special educators. This will include at a minimum:
    - In year one (1) of participation:
        - Attend the three (3) full-day professional learning sessions utilizing an Edcamp structure. Note: SSIP sites may choose to attend at either the northern or southern locations, but must attend all three session at the same location.
        - Participate in up to 24 hours of on-site technical assistance (TA) in the form of coaching assistance to mathematics coaches and educators from schools or SU/SDs participating in the SSIP work.
    - In year two (2) of participation:
        - Attend the three (3) full-day professional learning sessions utilizing an Edcamp structure. Note: SSIP sites may choose to attend at either the northern or southern locations, but must attend all three session at the same location.
        - Participate in up to 12 hours of on-site technical assistance (TA) in the form of coaching assistance to mathematics coaches and educators from schools or SU/SDs participating in the SSIP work.
    - In year three (3) of participation:
        - Participate in up to 12 hours of on-site technical assistance (TA) in the form of coaching assistance to mathematics coaches and educators from schools, supervisory unions, or school districts participating in the SSIP work.
        - Attendance at the three (3) full-day professional learning sessions utilizing an Edcamp structure training is optional. Note: SSIP sites may choose to attend at either the northern or southern locations, but must attend all three session at the same location.
- Participate in training and support for the Educational Benefit Review Process to assist staff in developing and implementing an action plan to ensure that IEPs provide student access to, participation in, and progress in the general education curriculum. This will include at a minimum:
    - Year 1 – attend a full-day on-site professional learning opportunity to learn the process and develop an action plan for writing IEPs that measure educational benefit for all students. This will involve staff members from special education, general education, and building administration.
    - Year 2 – utilize up to four (4) hours of virtual technical assistance in support of implementing the action plan.

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)

To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

- Select appropriate staff and funding sources for attendance at additional professional learning opportunities that support the SSIP work and provide follow-up support to those staff for sharing what has been learned with their SU/SD colleagues. This could include the Annual Fall VTPBIS Leadership Conference, local contracts for family engagement and trauma sensitive schools training.

Communication and Miscellaneous
- Identify primary contacts for the SSIP work at LEA. These contacts will be responsible for disseminating information to appropriate members of the SSIP Implementation Team and the SU/SD staff when necessary. They will also be responsible for attending all virtual networking and annual meetings on behalf of the entire SU/SD Implementation Team.
- Provide electronic access to information and data as needed for evaluation and reporting. This includes permission to access districtwide PBIS data from the state PBIS organization.
- Respond to requests from the AOE or systems coach within 2 business days.

Effective Date and Signatures

This AoR shall be effective upon the signature of authorized officials representing both parties. By signing this AoR, the Vermont Agency of Education and_____Supervisory Union indicate agreement of the roles and responsibilities related to participation in the work of the State Systemic Improvement Plan.

FOR_____SUPERVISORY UNION:

_____

NAME, Superintendent   Date

_____

NAME, Director of Student Services   Date

SSIP Contacts for Supervisory Union/School District

_____

Contact Name   Role/Title   Email

_____

Contact Name   Role/Title   Email

_____

Contact Name   Role/Title   Email

****

FOR THE VERMONT AGENCY OF EDUCATION:

_____

NAME, State Director Of Special Education   Date

SSIP Contacts at the Agency of Education

NAME   State Director of Special Education

Tonya Rutkowski   SSIP Coordinator   tonya.rutkowski@vermont.gov

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219 North Main Street, Suite 402
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Appendix D

SSIP Implementation Support Plan for LEA Leadership Teams

External Systems Coaching Technical Assistance:
Development and Alignment of Evidence-Based Practices
within a Multi-Tiered System of Supports

Element for Coaches to Review with LEA Leadership Teams	Potential Resources
• Current Capacity to Implement a Multi-Tiered System of Supports with Fidelity	• MTSS Implementation: Drivers of Change
• Distributed Leadership: SU/SD and School-Based Leadership Teams	• <u>VT MTSS Field Guide</u> (version 2.0 due out in 2019) • Leadership Team Self-Assessment (SPDG 4 Tool) • "Strategies for Creating Effective School Leadership Teams: Considerations Packet" (William & Mary College)
• Comprehensive Assessment System for Mathematics	• Local Matrix/Assessment Plan (review, revise and/or develop) • **www.intensiveintervention.org** • "Strengthening and Streamlining Local Comprehensive Assessment System: Guidelines and support tools for leadership teams" (AOE Guidance Document) • "Selecting Screening and Progress Monitoring Tools (Wisconsin RtI Center) • **www.rti4success.org**
• Data: What do your current data indicate? (academic and social/emotional/behavioral)	• SWIFT Data Snapshot • Data2Action Tool (SPDG 4 Tool) • ATLAS "Looking at Data Protocol (School Reform Initiative) • **Developing Decision Rules** and Supports for **Delivering Tiered and Intensified Instruction**
• Problem Solving Process (Root Cause Analysis)	• ICEL/RIOT Matrix • Root Cause Analysis Tools (e.g., in CIP document) • Data2Action Tool (SPDG 4 Tool)

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Element for Coaches to Review with LEA Leadership Teams	Potential Resources
	• "A Crosswalk for Comparing Systems of Problem Solving" (Florida)
• *"How do we organize ourselves for collective efficacy?" (K. Feldman, 2018)* • SU/SD/School Resource Mapping within your Current Infrastructure: What are your resources? How and where do your utilize them? • What does your current "MTSS Flowchart" look like?	• School Resource Mapping (Behavior and Academics) • **Developing** Decision Rules and **Supports for Delivering Tiered and Intensified Instruction** • "Educational Support Team – A Deeper Look" (AOE Document) • What is "Special" About Special Education? (University of South Florida • "Distinguishing Between Tier 2 and Tier 3 Instruction in Order to Support Implementation of RTI" (J. E. Harlacher, et. al) • Flowchart examples from VT LEAs: Rutland Northeast and Addison Northwest Supervisory District

• What are your desired student outcomes in mathematics? How will you achieve your goal(s)? How will you know if your strategies are working?	• Continuous Improvement Plan (CIP)
	• Data2Action Tool
	• "BIG IDEAS: Literate Engagement in EVERY Classroom. . ." (K. Feldman)*
	• *Public practice formats: Creating a culture of respectful giving and receiving of feedback*:
	   o Learning Walks" or team coaching
	   o Coaching (peer-to-peer, PLC debriefing, expert coaching)
	   o Classroom video clips
	   o Mini-lesson demonstrations

"Engagement is <u>not</u> the goal – it is the means, the prerequisite for enhanced teaching & learning. Students becoming smarter (more capable/competent) and having fun, developing agency in the process. . .this is the goal of improved instruction." (K. Feldman, 2018)

NOTE: This document is a guide for helping local teams engage in targeted systems change work for capacity building. Vermont is an MTSS State but acknowledges that there are useful resources to be found in some of the Rti resources listed.

Appendix E – Vermont's SSIP Implementation Progress

Implementation Output	Accomplishments	Level of Accomplishment
Stakeholder Communication Resources	● Ongoing e-mail communication. ● Mandatory meetings in the agreement of responsibility with systems coaches ● 15 SU/School meetings with systems coaches 4 sets of office hours/networking opportunities 　○ January, '18 – 4 people 　○ February '18 - 9 people 　○ March '18 – 11 people 　○ April '18 – 7 people 　○ Jan. '19 – 19 people	☐ In Development ☒ On target & continuing ☐ Completed
AOE Agreement of Responsibility with SU/SD	● 5 Agreements of Responsibility signed ● Now a 2 year agreement, through June - 2020	☐ In Development ☐ On target & continuing ☒ Completed
Implementation Teams	● 5 SSIP SU leadership teams ● 1 SEA Leadership Team ● 1 Evaluation Team	☐ In Development ☒ On target & continuing ☐ Completed
SSIP site MTSS Planning Documentation	● Local Comprehensive Plans reviewed by SSIP systems coaches ● PBIS Tiered Fidelity Inventory self-assessment	☐ In Development ☐ On target & continuing ☒ Completed
Contracts for Professional Learning Provider(s)	● 5 contracts executed 　○ Mathematics coaches ○ SERC (Ed Benefit) 　○ Systems coaches 　　○ Evaluation 　○ AnLar (Family Engagement)	☐ In Development ☐ On target & continuing ☒ Completed
Training and Professional Learning Resources	● 4 Mathematics EdCamps & 21 TA contacts	☐ In Development ☒ On target & continuing ☐ Completed
	● 1 Family Engagement Self-Assessment & Toolkit	☐ In Development ☐ On target & continuing ☒ Completed
	● Ed Benefit training in five SUs, with supporting resources	☐ In Development ☐ On target & continuing ☒ Completed
Master Calendar of Events	● The SSIP Master Calendar had been on a Google site. Due to a change in AOE policy, we are looking for a new platform to host the Master Calendar	☒ In Development ☐ On target & continuing ☐ Completed
Webinar(s)	● Three of the Office Hours sessions discussed on the previous page were conducted as webinars to facilitate participation. (March and April 2018, and January 2019)	☐ In Development ☒ On target & continuing ☐ Completed

Appendix E – Vermont's Implementation Plan for SEA Leadership Team

Vermont's understanding of implementation science stages[1] 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 drivers[2] 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.

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[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

- 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.

- 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.

Table 1: Selection

Exploration	Installation	Implementation	Sustainability
Proposed Activity: AOE invites schools to participate in SSIP. **Completed Activity:** SSIP Pilot sites were selected from SPDG schools based upon the following readiness: • 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. **Date Completed:** May-June 2016	**Proposed Activity:** AOE developed an Agreement of Responsibility (AoR) for Districts who had schools participating in SSIP. **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. **Date Completed:** May-June 2016	**Proposed Activity:** Activities in the AoR included training opportunities that would be funded by IDEA-B through the AOE. **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. **Date Completed:** Day 1 - October 4, 2016 Day 2 - June 7, 2017	**Proposed Activity:** SEA Leadership Team monitors for implementation fidelity.. **Completed Activity:** SEA Leadership team reviews AoR for relevance and revises as needed for improved collaboration as the AOE begins scale-up activities. **Date Completed:** Annually starting June 2017 SY 2017-2018 SY 2018-2019 SY 2019-2020
Proposed Activity: Year 2 sites will be chosen for SSIP scale-up. **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. **Date Completed:** Spring 2017	**Proposed Activity:** Previous SSIP Sites and SEA Leadership Team will provide scale-up support for additional sites in Year 2. **Completed Activity:** Year 1 SSIP sites will help with scale-up as part of the original AoR. **Date Completed:** SY2017-2018	**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. **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. **Date Completed:** SY2017-2018	**Proposed Activity:** SEA Leadership Team monitors for implementation fidelity for all SSIP Sites. **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. **Date Completed:** SY2018-2019 SY2019-2020

Table 2: Training

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Provide orientation to SSIP Pilot Sites who have signed the AoR. **Completed Activity:** AOE visited each school during a regularly scheduled staff meeting to introduce the SSIP project to the entire school and answer questions from building staff. **Date Completed:** September 2016	**Proposed Activity:** Provide specific networking opportunities for all SSIP Sites to plan for Year 1 of implementation and to develop leadership teams at the local level. **Completed Activity:** AOE, in conjunction with NCSI and IDC TA providers, held day-long networking opportunities for SSIP sites. The SSIP sites met to provide input into Year 1 of implementation. Plans were developed, as well as other resources needed to support the SSIP work for SY 2016-2017. **Date Completed:** October 2016	**Proposed Activity:** Support SSIP Site participation and continue to implement MTSS/PBIS practices. **Completed Activity:** Principal interviews and meetings with MTSS External coaches revealed that each participating school was at a different starting point with the SSIP work. Two schools were already prepared to provide the necessary data, while the third realized through this process that they needed to step back and develop a continuous improvement plan before being able to move forward with any SSIP work. **Date Completed:** Winter/Spring 2017	**Proposed Activity:** Develop master calendar of professional learning opportunities vetted for SSIP Sites, so that opportunities are available throughout the school year without overburdening schools during limited time periods. **Completed Activity:** Due to changes in the VT AOE policy on using Google platforms, the master calendar is no longer in use. E-mail, phone and face-to-face communication is being used to keep SSIP sites informed.. SSIP systems and math coaches have played an active role in supporting communication with SSIP sites. **Date Completed:** Dec 2016-Jan 2017 Annually beginning SY2017-2018
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. **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.	**Proposed Activity:** Math PL consultant to provide face-to-face training and an additional 6 hours of local technical assistance (TA) to SSIP sites. **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.	**Proposed Activity:** SSIP site staff connect professional learning instructional practices into the classroom at the local level. **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. **Date Completed:** April – June 2017 SY2017-2018	**Proposed Activity:** SSIP Sites continue to use EBP in math pedagogy at the building level. **Completed Activity:** Math consultant provides individualized TA to SSIP sites and teaching practices are revised to improve student outcomes. **Date Completed:** March – June 2017 Annually beginning SY2017-2018

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AGENCY OF EDUCATION

Exploration	Installation	Implementation	Sustainability
		SY2018-2019	
Date Completed: November 2016	**Date Completed:** Face-to-Face trainings held on December 2016, January 2017, and March 2017		NOTE for 2018-2019 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.

For math instruction, a fidelity tool - Common Core Standards for Mathematical Practice Look-for Tool has been identified, but not administered at this time. |
| **Proposed Activity:** Provide professional learning and support for developing trauma-informed school communities within a Multi-tiered System of Supports (MTSS) framework. **Completed Activity:** Consultant selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures. **Date Completed:** RFP posted March 2017 Estimated contract May/June 2017 | **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. **Completed Activity:** Trauma instruction will include face-to-face learning, webinars, and four hours of individualized TA per SSIP site. **Date Completed:** Baseline Survey May-June 2017 Face-to-Face Training October 2017 Technical Assistance | **Proposed Activity:** SSIP site staff implement new trauma-informed knowledge into their classroom practices. **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. **Date Completed:** Webinar (May 30, 2018) | **Proposed Activity:** SSIP site staff align trauma-informed knowledge into their current MTSS framework of policies and procedures. **Completed Activity:** Due to changes in AOE funding availability, specific training has not been provided on trauma-informed communities since April 2018. SSIP sites are encouraged to use their PBIS money to support professional learning in this area. **Date Completed:** SY2018-2019 SY2019-2020 NOTE for 2018-2019 The nine PBIS schools at participating SSIP sites |

Exploration	Installation	Implementation	Sustainability
	November 2017 – April 2018		have completed at least the Tier 1 and 2 Tiered Fidelity Instruments (TFI). Four sites have completed the Tier 3 TFI.
Proposed Activity: Provide professional learning and support related to family engagement for schools and supervisory unions involved in the SSIP work. **Completed Activity:** Consultant selection has begun with an RFP posting for the work and subsequent processing through AOE contracting procedures. **Date Completed:** RFP posted March 2017 Estimated contract April/May 2017	**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. **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. **Date Completed:** SY2017-2018	**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. **Completed Activity:** Consultant will ensure appropriate, proactive, and timely assistance to schools and develop resources around EBPs, MTSS, and the special education process. **Date Completed:** Spring 2018	**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. **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. **Date Completed:** SY2018-2019 SY2019-2020
Proposed Activity: Support effective implementation of Universal Design for Learning (UDL) in SSIP sites. **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. **Date Completed:**	**Proposed Activity:** UDL consultant to continue with training and local TA to SSIP Sites. **Completed Activity:** UDL consultant provides instruction and training for SSIP sites on EBP teaching practices, Growth Mindset, as well as coaching strategies. **Date Completed:** SY2017-2018	**Proposed Activity:** SSIP site staff bring professional learning into the classroom at the local level. **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. **Date Completed:** SY2018-2019	**Proposed Activity:** SSIP sites continue to implement UDL practices at the buildings at the local level. **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

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Exploration	Installation	Implementation	Sustainability
Fall 2016			are still being implemented at the local level. **Date Completed:** SY2018-2019

Table 3: Coaching			
Exploration	**Installation**	**Implementation**	**Sustainability**
Proposed Activity: Utilize MTSSS external systems coaches to support SSIP activities. **Completed Activity:** SEA Leadership Team and SPDG director formalized the involvement of external systems coaches by defining roles and responsibilities. **Date Completed:** August 2016	**Proposed Activity:** SEA Leadership Team and SPDG Director work with external systems coaches around expectations. **Completed Activity:** Communication protocols were developed to support external systems coaches as they prioritized their school's needs. **Date Completed:** Fall 2016	**Proposed Activity:** Communication between SEA Leadership Team and systems coaches will improve quality of support provided to SSIP sites. **Completed Activity:** Regular collaborative meetings between the SEA Leadership Team and Coaches are scheduled for collaboration around supporting SSIP Site Leadership Teams. **Date Completed:** Jan, Apr and May 2017 September 2018	**Proposed Activity:** Based on input from SSIP sites and coaches observations, SEA Leadership Team will need to develop methodologies for coaching to be implemented with fidelity. **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. **Date Completed:** SY2018-2019
Proposed Activity: SEA Leadership Team aligns use of coaches in SSIP site with existing statewide initiatives. **Completed Activity:** SEA Leadership Team gathers data regarding coaching resources for SSIP Sites at the local level. **Date Completed:** SY2016-2017	**Proposed Activity:** SEA Leadership Team develops method for tracking coaching interventions in SSIP sites. **Completed Activity:** Based on the Coaching Inventory Discussion Tool provided by SISEP and the OSEP Center on PBIS, the SEA Leadership Team develops methodologies for tracking	**Proposed Activity:** Coaching interventions are implemented with fidelity at the local level. **Completed Activity:** Evaluation Team collects and analyzes data regarding the effective use of coaching (math, PBIS, systems, etc.) in SSIP sites. **Date Completed:** SY2018-2019	**Proposed Activity:** Scale-up of coaching interventions can be implemented with fidelity. **Completed Activity:** Based on review of data collected, SEA Leadership Team reviewed methodologies for scale-up of coaching interventions implemented with fidelity, leading to the development of the

Exploration	Installation	Implementation	Sustainability
	coaching resources in SSIP Sites. **Date Completed:** Begins in Spring 2018		"External Systems Coaching Technical Assistance: Development and Alignment of Evidence-Based Practices with a Multi-Tiered System of Supports". **Date Completed:** SY2019-2020

Table 4: Facilitative Administration			
Exploration	**Installation**	**Implementation**	**Sustainability**
Proposed Activity: Establish regular communication for all participants involved with the SSIP work. **Completed Activity:** The SEA Leadership Team uses email, phone calls, newsletters and meeting minutes to communicate with all involved in the SSIP work. **Date Completed:** March 2016 – January 2017	**Proposed Activity:** AOE develops a communication plan to reduce the type and volume of communication for maximum utilization of resources. **Completed Activity:** The original communication plan was a cumbersome and an inefficient use of resources. The SEA Leadership 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. **Date Completed:** January 2017	**Proposed Activity:** Communication is strategic and efficient for all SSIP participants. **Completed Activity:** The SEA Leadership Team revised the original communication plan to include a more simplified approach for providing information to the SSIP Sites and other stakeholders. **Date Completed:** SY2017-2018	**Proposed Activity:** Strategic use of an efficient feedback loop(s) improves communication for all participants. **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 SEA Leadership Team. **Date Completed:** On-going SY2018-2019 SY2019-2020
Proposed Activity: As 100% of Vermont schools use Google at some level for communications and	**Proposed Activity:** Provide training on use of Google as the communication tool for	**Proposed Activity:** All participants in the SSIP work use Google sites for communication purposes.	**Proposed Activity:** AOE further develops online sites as needed for stakeholders and

VERMONT
AGENCY OF EDUCATION

Exploration	Installation	Implementation	Sustainability
document sharing, the SEA Leadership Team determined using Google drive was the most efficient method to use without overburdening schools. NOTE: no confidential or personally identifiable information is to be stored in the Google drive. **Completed Activity:** The AOE developed folders in Google drive for use by the SSIP Sites and separate ones for the SEA Leadership Team to use. **Date Completed:** April 2016 – January 2017	all involved in the SSIP work. **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 SEA Leadership Team). Individualized training was provided to the SEA Leadership Team, Coaches, Evaluators and SSIP Site Leadership Teams. **Date Completed:** January 2017	**Completed Activity:** The SEA Leadership Team used Google Sites for streamlined access to all information contained in the Google drive until the AOE no longer supported Google platforms. **Date Completed:** Winter 2017 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.	publishing SSIP related materials. **Completed Activity:** Based on stakeholder and SSIP site input, online sites continue to be revised/ developed as needs arise for scale-up. **Date Completed:** SY2018-2019 SY2019-2020

Table 5: Systemic Supports

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Current infrastructure and capacity is reviewed for SSIP work at the state and local levels. **Completed Activity:** SEA Leadership 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. **Date Completed:** Fall 2016	**Proposed Activity:** SEA Leadership Team begins to incorporate implementation science strategies for SSIP Activities. **Completed Activity:** SSIP sites are provided with support in developing leadership teams at the local level. **Date Completed:** January and March 2017	**Proposed Activity:** Infrastructure revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team uses implementation stages and drivers to review and revise all previous SSIP work. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020	**Proposed Activity:** Sustainable infrastructure development must be based on implementation stages and drivers. **Completed Activity:** SSIP sites will be provided with training and support on implementation science tools. SEA Leadership Team continues to receive support from national TA providers in preparation for scale-up. **Date Completed:** SY2017-2018 SY2018-2019 SY2019-2020

Exploration	Installation	Implementation	Sustainability
Proposed Activity: SEA Leadership Team revises Year 1 implementation plan to include all organization, leadership and competency drivers described in the implementation science framework. **Completed Activity:** SEA Leadership 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. **Date Completed:** SY2016-2017	**Proposed Activity:** Implementation plan revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team continues to receive training and support on use of all implementation science tools. **Date Completed:** SY2016-2017	**Proposed Activity:** SEA Leadership Team begins to incorporate additional implementation science strategies. **Completed Activity:** SEA Leadership Team uses implementation stages and all organization, leadership and competency drivers to review and revise all previous SSIP work. **Date Completed:** SY2017-2018 SY2018-2019	**Proposed Activity:** Sustainable infrastructure development must be based on use of all implementation stages and drivers. **Completed Activity:** SEA Leadership Team continues to receive support from national TA providers in preparation for scale-up. **Date Completed:** SY2019-2020
Proposed Activity: SEA Leadership Team reflects upon successes and challenges from year 1 of implementation . **Completed Activity:** SEA Leadership Team engages in a mid-course correction based on data obtained from stakeholders and SSIP sites. **Date Completed:** Summer 2017	**Proposed Activity:** Infrastructure and capacity is reviewed based on year 1 feedback of the SSIP work at the state and local levels. **Completed Activity:** The SEA Leadership team develops a more comprehensive Agreement of Responsibilities (AoR) which outlines specific roles and responsibilities for implementation support to local leadership teams. **Date Completed:** SY2017-2018	**Proposed Activity:** Infrastructure revisions are based on data collection and implementation science strategies. **Completed Activity:** SEA Leadership Team uses data from multiple sources, to review and revise the implementation plan in preparation for scale-up. **Date Completed:** SY2017-2018 SY2018-2019	**Proposed Activity:** Sustainable infrastructure development must be based on use of all implementation stages and drivers. **Completed Activity:** SEA Leadership Team engages in continuous improvement cycles to ensure that AOE receives necessary support from national TA providers in preparation for scale-up. **Date Completed:** SY2018-2019 SY2019-2020
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	**Proposed Activity:** Opportunities for collaboration are reviewed for maximum use of resources and data collection. **Completed Activity:** SEA Leadership Team begins review of areas where collaboration can occur and	**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	**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

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)

To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

Exploration	Installation	Implementation	Sustainability
meet regularly to discuss supporting students with social and emotional needs. **Date Completed:** August 2016, October 2016 January 2017, March 2017	makes initial inquiries as appropriate. **Date Completed:** SY 2017-2018	(specifically related to academic proficiency and implementation of EBP at the local levels). **Date Completed:** SY2018-2019	local level initiatives wherever possible. **Date Completed:** SY2018-2019 SY 2019-2020

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Table 6: Evaluation and Progress Monitoring			
Exploration	Installation	Implementation	Sustainability
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	**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	**Proposed Activity:** Gather data from SSIP sites during Year 1 of implementation to calculate a baseline. **Completed Activity:** SEA Leadership 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	**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 SEA Leadership Team reviewed and revised evaluation documents for SY2017-2018. **Date Completed:** June 2017 through January 2018
Proposed Activity: Based on Data Collection Schedule developed in Year 1, EEC will collect, analyze, and report results on a regular basis. **Completed Activity:** EEC developed protocols for collecting data from SSIP school teams, stakeholders, SSIP school administrators, and SSIP project staff. EEC also discussed methods and timing of existing data	**Proposed Activity:** EEC collects data from key SSIP participants and AOE staff using protocols developed and established regular data sharing with PBIS staff and SPDG evaluator. **Completed Activity:** EEC collected data from SSIP school teams, stakeholders, and SSIP school administrators. EEC established data sharing protocols with PBIS staff and SPDG evaluator.	**Proposed Activity:** EEC and AOE establish regular reporting schedule to review results of data collection and analysis and make decisions about implementation. **Completed Activity:** EEC reported results of SSIP site team surveys, stakeholder survey, and SSIP school administrator interviews with SEA Leadership Team. Based on recommendations and discussions, the need	**Proposed Activity:** EEC and AOE develops Data Collection Plan for year 2 and continue regular reporting of results of data analysis for decision making. Identify timelines for developing and piloting instruments to collect baseline data on key measures. **Completed Activity:** Data Collection Plan for Year 2 developed and opportunities for data

Exploration	Installation	Implementation	Sustainability
collections with PBIS staff and SPDG evaluator. **Date Completed:** November 2016 - January 2017	**Date Completed:** January 2017	for a communication plan was identified and acted upon by the SEA Leadership Team. **Date Completed:** November 2016 - February 2017	~~collection identified and regular reporting timelines established.~~ **Date Completed:** ~~Year 2 Plan developed - March 2017~~ ~~Year 2 Data collection~~ SY2017-2018 **THIS WAS DETERMINED IN A REVIEW TO BE UNSUSTAINABLE AS WRITTEN. THIS ACTIVITY WAS REPLACED WITH THE NEW ACTIVITY LISTED BELOW.**
Proposed Activity: AOE forms an Evaluation Team for all SSIP work. **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. **Date Completed:** Summer 2017	**Proposed Activity:** Evaluation Team combines evaluation plan and data collection schedule into a more efficient process. **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) **Date Completed:** December 2017	**Proposed Activity:** Evaluation team regularly reviews evaluation activities and fidelity of implementation. **Completed Activity:** Evaluation team meets monthly (virtual, in-person, or conference calls) with the SEA Leadership Team to discuss progress monitoring activities. **Date Completed:** SY 2017-2018 SY 2018-2019 SY 2019-2120	**Proposed Activity:** Evaluation team establishes regular reporting schedule to review results of data collection and analysis and make decisions about implementation. **Completed Activity:** Based on recommendations and discussions, the SEA Leadership 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. **Date Completed:** SY 2017-2018 SY 2018-2019 SY 2019-2120

Table 7: Data-Driven Decision Making

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Establish regular schedule for SSIP Site Leadership Teams and SEA Leadership Team to review and make decisions based on data collection and analysis. **Completed Activity:** EEC and SSIP Coordinator identified opportunities for meeting with SSIP school teams and the SEA Leadership Team in year 2. **Date Completed:** March 2017	**Proposed Activity:** SEA Leadership Team reviews data to support decisions about implementation progress and outcomes. **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. **Date Completed:** SY 2017-2018	**Proposed Activity:** SEA Leadership Team meets with SSIP Site Leadership Teams and facilitates decision making based on data collection and analysis of results. **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. **Date Completed:** SY 2018-2019	**Proposed Activity:** SEA Leadership 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. **Completed Activity:** SEA Leadership 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. **Date Completed:** SY 2019-2020

Table 8: Development of Leadership Teams

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

VERMONT AGENCY OF EDUCATION

Table 9: Stakeholder Engagement

Exploration	Installation	Implementation	Sustainability
Proposed Activity: Stakeholder input is imperative to the success of the SSIP work in Vermont. **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. **Date Completed:** March 2016	**Proposed Activity:** Regular updates to Stakeholders ensures continued interest in the SSIP work. **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. **Date Completed:** November 2016	**Proposed Activity:** Stakeholder engagement is most successful when communication includes opportunities for dialogue and discussion. **Completed Activity:** SEA Leadership Team continues to provide multiple modes of communication for all stakeholders, **Date Completed:** SY 2017-2018 SY 2018-2019	**Proposed Activity:** Stakeholder engagement is sufficient to support scale-up of the SSIP work. **Completed Activity:** Stakeholders continue to provide input and receive feedback for the on-going SSIP work. **Date Completed:** SY 2019-2020
Proposed Activity: Stakeholders are defined as one large group with common, but distinct interests who support and provide input into the SSIP. **Completed Activity:** Stakeholders are invited to annual stakeholders meeting. SEA Leadership Team provides progress updates to stakeholders at these meetings. **Date Completed:** March 2016 November 2016	**Proposed Activity:** SEA Leadership Team representatives receive training on stakeholder groups based on Leading by Convening Training at the National Collaborative face-to-face meeting in Dallas, TX. **Completed Activity:** SEA Leadership 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. **Date Completed:** December 2016	**Proposed Activity:** Stakeholder groups are further reviewed and redefined based on infrastructure development and capacity building continues. **Completed Activity:** Stakeholders definitions reviewed and now include members of SSIP Sites, SEA Leadership Team, Outside Agencies, and the original larger stakeholder group. **Date Completed:** SY 2017-2018	**Proposed Activity:** Stakeholder groups continue to be reviewed and redefined as needed. **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. **Date Completed:** SY 2019-2020

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR) To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

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*. [*Short-term*]	(a) 100% of school personnel participating in math PL report increased knowledge in *8 Math Teaching Practices*.	• Qualitative analysis of results • Descriptive & quantitative analysis • Comparative analyses of PL survey and interview data	• Administrator Interviews & Listening Tour • PL pre/post evaluation survey • SSIP School LT Interviews	• AOE • Evaluator • Math PL Consultant	• Y2Q2 • Y3Q1 • Y3Q2 • Y4Q1
School personnel who are responsible for providing math instruction apply the *8 Math Teaching Practices* as part of MTSS. [*Intermediate*]	(b) 100% of SSIP Sites effectively apply the *8 Math Teaching Practices*.	• Comparison analysis of observation and interview data	• Observation Tools • SSIP School LT Interviews	• AOE • Evaluator • SSIP School LT	• Y2Q2 • Y2Q1 • Y2Q2
School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS. [*Intermediate*]	(c) 100% of school personnel participating in PL on Trauma Sensitive Environments report increased knowledge.	• Qualitative & quantitative analysis of completion data	• PL pre/post evaluation survey • Support completion survey	• AOE • Evaluator • TSE Consultant	• Y2Q4 • Y3Q4 • Y4Q4
	(d) 80% of SSIP Sites implement PBIS with	• Descriptive quantitative analysis of	• PBIS Tiered Fidelity Inventory (TFI)	• AOE • Evaluator • PBIS	• Y2Q4 • Y3Q4 • Y4Q4

VERMONT
AGENCY OF EDUCATION

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students
identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

ACCESS | OPPORTUNITY | EQUITY

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. • Qualitative analysis of interviews • Comparison analysis of student data and interview results	• SSIP Site LT Interviews		

PARENT COMMUNICATIONOUTCOMES

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. *[Short-term]*	(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.	• Descriptive quantitative & qualitative analysis	• Pre/Post PL Survey • Parent Survey • Toolkit Self-Assessment (school teams)	• AOE • Coach • Consultant(s) • Evaluator	• Y2Q1 • Y3Q1 • Y4Q1
Parents and schools communicate effectively regarding their students' math proficiency and the IEP process. *[Intermediate]*	(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.	• Qualitative & quantitative analysis	• PL Needs Assessment • Pre/Post PL Survey • Toolkit Self-Assessment (school teams) • APR Indicator 8 • PBIS Family Engagement	• AOE • Consultant(s)	• Y2Q1 • Y3Q1 • Y4Q1

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students
identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

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 SSIP Sites report effective communication with parents regarding their students' academic and behavioral supports.	• Qualitative & quantitative analysis • Comparative analysis of parent & school data	• Pre/Post Ed Benefit Review survey	• AOE • Coaches • Consultant(s)	• Y2Q4 • Y3Q4 • Y4Q4
Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child. [Long- term]	(h) SSIP Sites report increased parent participation in their child's education.	• Descriptive quantitative analysis • Comparative analyses of parent & administrator data	• Administrator Interviews	• AOE • Evaluator	• 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	• Descriptive & quantitative analysis • Correlation & comparative analysis	• Child Count LRE Data (>80%) • Observation Tools • School student data system (office discipline	• AOE (on-site) • Coaches • Math TA Consultant • SSIP School LT	• Y2Q2 • Y3Q2 • Y4Q2

VERMONT
AGENCY OF EDUCATION

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students
identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

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. *[Intermediate]*	instruction, through academic accommodations and behavioral supports.		referrals, attendance)		
Students with ED in grades 3-5 will increase proficiency in mathematics. [*Long Term*]	(j) 7.2% of students with ED at SSIP sites are proficient in math.	• Descriptive quantitative analysis including trends	• Formative / Interim Assessments (opt) • Local Comp. Assessment Plan	• AOE/CFP Team • SSIP School LT	• Y2Q4 • Y3Q4 • Y4Q3
	(k) Students at SSIP sites will continue to demonstrate higher math proficiency than students not participating in SSIP.	• Descriptive quantitative analysis including trends	• SBAC • APR Indicator 3C • Baseline 2017-18 Annual Data going forward	• AOE	• Y3Q2 • Y4Q2

VERMONT
AGENCY OF EDUCATION

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students
identified as having an emotional disturbance in grades 3, 4, and 5.

VT SSIP Evaluation Plan
February 2018

Access | Opportunity | Equity

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

IMPLEMENTATIONOUTCOMES

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. *[Short-term]*	(l) 100% of stakeholders report engagement in SSIP implementation.	• Quantitative & qualitative analysis	• Stakeholder Surveys	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
AOE SSIP activities are completed as outlined in the implementation plan. *[Intermediate]*	(m) 100% of AOE SSIP activities are completed as evidenced by the implementation plan.	• Descriptive analysis	• Rubric based on Implementation Plan	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
AOE has system in place to support improved math proficiency within MTSS. *[Long-term]*	(n) Improved ratings of AOE SSIP team(s) functioning.	• Descriptive quantitative analysis including trends	• Team Functioning Surveys	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3
	(o) 80% of AOE SSIP activities move toward the *sustainability* stage as evidenced by the implementation plan.	• Descriptive quantitative analysis including trends	• Rubric based on Implementation Plan	• AOE • Evaluator	• Y2Q3 • Y3Q3 • Y4Q3

VERMONT
AGENCY OF EDUCATION

VERMONT'S STATE IDENTIFIED MEASURABLE RESULT (SIMR)
To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

Vermont Theory of Action
February 2018

ACCESS | OPPORTUNITY | EQUITY

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 ties 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.

VERMONT AGENCY OF EDUCATION

ACCESS | OPPORTUNITY | EQUITY

Vermont SSIP Logic Model
February 2018

STRATEGIES

Effective Collaboration

High Quality Instruction & Intervention

Balanced and Comprehensive Assessment

Well-designed Professional Learning

Systemic and Comprehensive Approach

ACTIVITIES

Collaborate with and engage stakeholder groups.

Partner with leadership teams to support implementation of evidenced-based practices as part of MTSS.

Provide professional learning and support for *8 Math Teaching Practices* and teaching approaches that allow successful participation for all students.

OUTPUTS

Stakeholder communication resources

AOE Agreement of Responsibility with SU/SD SSIP

Implementation Teams

SSIP school MTSS planning documentation

Contracts for professional learning provider(s)

Training/Prof Learning events

Master Calendar of Events

Webinar(s)

OUTCOMES

Short Term
- Stakeholders are engaged in SSIP implementation.
- School personnel who are responsible for providing math instruction are knowledgeable about *8 Math Teaching Practices*.
- School personnel are knowledgeable about evidence based practices (EBP) and a culture of learning and high expectations for each and every student.
- Parents are aware of the IEP process and their role in their student's education.

Intermediate
- School personnel who are responsible for providing math instruction implement *8 Math Teaching Practices* with fidelity as part of multi-tiered system of supports (MTSS).
- Students with emotional disturbance (ED) in Grades 3-5 have increased access to universal instruction in math with effective behavior supports.
- School personnel implement effective EBPs for academics and social/emotional learning as part of MTSS.
- Parents and schools communicate effectively regarding their students' math proficiency, successful participation in universal instruction, and the IEP process.
- AOE SSIP activities are completed as outlined in the implementation plan.

Long Term
- Students with ED in grades 3-5 will increase proficiency in mathematics.
- AOE has a system in place to support improved math proficiency within MTSS.
- Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child.

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