



DRAFT

| SCHOOL PERSONNEL KNOWLEDGE OUTCOMES | | | | |
|--|--|--|---|--|
| Which Logic Model Outcome? | Which Performance Measure? | What Data Source(s)? | Who Has? | Reporting Timeline? |
| <p>School personnel who are responsible for providing math instruction are knowledgeable about <i>8 Math Teaching Practices</i>. <i>[Short-term]</i></p> <p>School personnel are knowledgeable about evidenced based practices (EBP) and a culture of learning and high expectations for each and every student. <i>[Short-term]</i></p> | <p>(a) 100% school personnel responsible for providing math instruction report increased knowledge in <i>8 Math Teaching Principles</i>.</p> | <p>Admin Interviews/Listening Tour</p> <p>PL pre/post evaluation survey</p> <p>SSIP School LT Interviews</p> | <p>EEC/Math Consultant @ PL</p> <p>EEC/AOE</p> <p>EEC/AOE</p> | <p>Y2Q1</p> <p>Y2Q2/Q4</p> <p>Y3Q1</p> |
| | <p>(b) 100% of school personnel report increased knowledge of effective implementation of effective PBIS Principles.</p> | <p>PBIS Self-Assessment Survey</p> <p>School based TFI</p> | <p>PBIS/AOE</p> | <p>Y2Q1</p> |
| | <p>(c) 100% of personnel in schools participating in PL on Trauma Sensitive Environments report increased knowledge.</p> | <p>PL pre/post evaluation survey</p> <p>Support completion survey</p> | <p>EEC/TSE Consultant</p> <p>TSE Consultant</p> | <p>Y2Q2/Q4</p> |



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 SSIP
 EVALUATION AND REPORTING PLAN
 2017-2018**

| PARENT COMMUNICATION OUTCOMES | | | | |
|--|---|---|--|----------------------------|
| Which Logic Model Outcome? | Which Performance Measure? | What Data Source? | Who Has? | Reporting Timeline? |
| Parents are aware of the IEP process and their role in their student's education <i>[Short-term]</i> | 80% of parents who attend PL on the IEP process report increased knowledge of IEP process and their role in the education of their student with disabilities. | PL Survey (IEP Teams) Pre/Post PL Survey | AnLar | Y2Q2/Q4 |
| Parents and schools communicate effectively regarding their students' math proficiency and the IEP process <i>[Intermediate]</i> | 80% of parents who attend PL on the IEP process report effective communication with school staff regarding their student's academic and behavioral supports. | PL Survey (Families) Pre/Post PL Survey PBIS Family Engagement Survey | AnLar PBIS/AOE | Y2Q2/Q4 |
| | 80% of staff at SSIP Schools report effective communication with parents regarding their student's academic and behavioral supports. | PBIS Family Engagement Survey Pre/Post Ed Benefit Review survey | PBIS/AOE SERC | Y2Q4 |
| Parents will have the knowledge, skills, and confidence to engage more fully as partners in the educational process for their child. <i>[Long-term]</i> | Administrators and Special Educators at SSIP schools report increased parent participation as partners in their child's education. | PBIS Family Engagement Survey Admin/Spec Ed Interviews | PBIS/AOE Review Annual Results (start baseline with 2016-2017 year) | Y3Q4 |



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STUDENT OUTCOMES

| Which Logic Model Outcome | Which Performance Measure? | What Data Source? | Who Has? | Reporting Timeline? |
|--|---|---|--|---------------------|
| Students with ED in Grades 3-5 have increased access to universal instruction in math with effective behavior supports. <i>[Intermediate]</i> | 80% of students with ED at SSIP schools have access to and participate in universal level math instruction. | IEP Service Page | SSIP School LT | Y2Q4 |
| | | Child Count LRE Data (>80%) | | Y2Q4 |
| | | Membership & Participation Checklist (SWIFT) | AOE (on-site) | Y2Q4 |
| | | Observations: <ul style="list-style-type: none"> • CLASS • Coaching (building based) Peer (Teacher) | SSIP School LT AOE (on-site) Coaches | Y2Q4 Y2Q4 |
| | | School student data system <ul style="list-style-type: none"> • office discipline referrals (attendance) | | |
| Students with ED in grades 3-5 receive behavior supports as part of PBIS. <i>[Intermediate]</i> | 80% personnel at SSIP schools implement PBIS with fidelity. | PBIS Tiered Fidelity Inventory (TFI) | PBIS/AOE | Y2Q3 |
| Students with ED in grades 3-5 will increase proficiency in mathematics. <i>[Long-term]</i> | 7.2% of students with ED at SSIP schools are proficient in math. | Formative / Interim Assessments (Local Comp. Assessment Plan) | SSIP School LT AOE/CFP Team | Y3Q2/Q4 |
| | Decrease the proficiency gap between students in SSIP and same demographic group on statewide assessment over time. | SBAC Baseline 2016-17/Annual Data | AOE | Y3Q4 |



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| IMPLEMENTATION OUTCOMES | | | | |
|--|--|---|--|----------------------------------|
| Which Logic Model Outcome | Which Performance Measure | What Data Source? | Who Has? | Reporting Timeline? |
| Stakeholders are engaged in SSIP implementation. <i>[Short-term]</i> | 100% Stakeholders report engagement in SSIP implementation. | Stakeholder Surveys | EEC/AOE | Y2Q3 |
| School personnel who are responsible for providing math instruction implement 8 <i>Math Teaching Practices</i> with fidelity as part of MTSS. <i>[Intermediate]</i> | 100% of SSIP schools implement 8 <i>Math Teaching Practices</i> with fidelity. | Observation Tool (Mathematics SCAN?) CLASS Observation Data SSIP School LT Interviews | AOE? SSIP School LT/AOE EEC/AOE EEC/AOE | Y2Q2 Y2Q1 Y2Q2 Y2Q2 |
| AOE SSIP activities outlined in the implementation plan are completed in a timely manner. <i>[Intermediate]</i> | 80% of AOE SSIP activities are achieved in a timely manner as evidenced by implementation plan. | Rubric based on Implementation Plan | EEC/AOE | Y2Q3 |
| AOE has system in place to support improved math proficiency within MTSS. <i>[Long-term]</i> | Improved ratings of AOE SSIP team(s) functioning. 80% of AOE SSIP activities move toward the <i>sustainability</i> stage as evidenced by the implementation plan. | Team Functioning Surveys Rubric based on Implementation Plan | EEC/AOE | Y2Q2/Q4 Y2/Q3 |