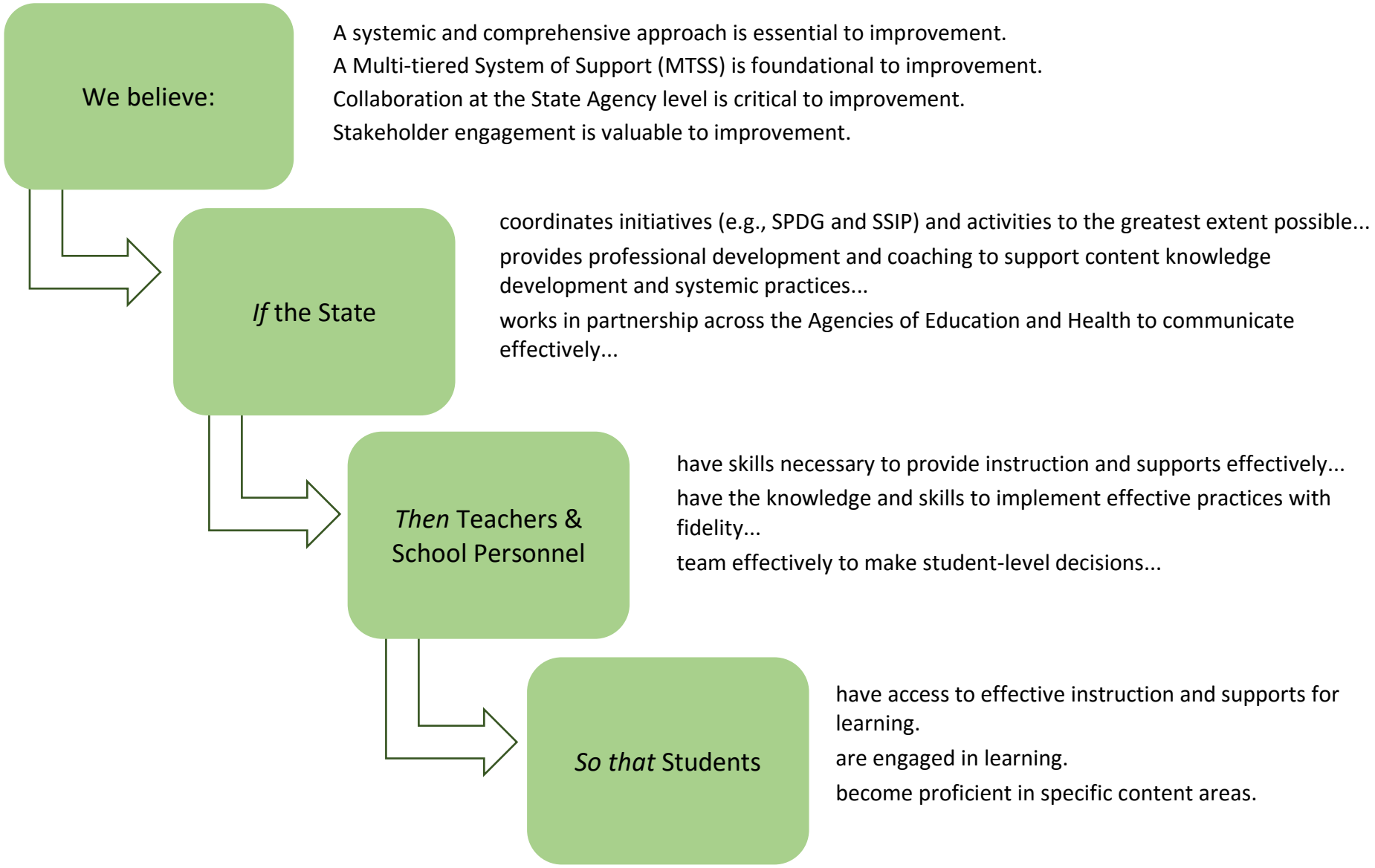
Vermont SSIP Theory of Action (revised 02/02/17)

The Vermont SSIP Theory of Action provides a graphic representation of the rationale guiding the set of strategies believed to have an impact on teacher/school personnel knowledge, skills, and practice aimed at improving student learning. The Theory of Action is further defined in the SSIP Logic Model, which provides the focus for applying these strategies and articulates outcomes for a specific population of students through implementation of the SSIP.



Vermont SSIP Logic Model

SiMR: To Improve proficiency of math performance for students identified as having an emotional disability in grades 3-5, as measured by SBAC, by 2018

STRATEGIES

- Effective Collaboration
- High Quality Instruction & Intervention
- Balanced & Comprehensive Assessment
- Well-designed Professional Learning

ACTIVITIES

- Partner with schools to support implementation of evidenced-based practices as part of MTSS
- Collaborate with Agency of Health Services (AHS) and Family Engagement Consultant(s)
- Provide professional learning on *Math Teaching Practices*, PBiS, formative assessments, and Trauma-Informed Practices

OUTPUTS

- Agreement of Responsibility (AoR) with pilot schools
- AoE/AHS, and AoE/family engagement consultant(s) communications
- RFP/Contracts for professional learning provider(s)
- Pilot school MTSS Data2Action Plans
- Training/PD events
- Webinar(s) for parents

OUTCOMES

Short Term

- Pilot schools submit timely and accurate data (per AoR)
- AOE and AHS cooperate and coordinate efforts
- School personnel who are responsible for providing math instruction are knowledgeable about *Math Teaching Practices*
- School personnel are knowledgeable about PBiS, UDL, and Trauma-Informed Practices
- Parents are aware of *Math Teaching Practices*, UDL, PBiS and Trauma Informed Schools

Intermediate

- Students with ED in Grades 3-5 have increased access to universal instruction in math
- Students with ED in grades 3-5 receive effective behavior supports
- Grade level teams use a variety of data to inform math instruction and interventions (both academic and behavior) for students.
- School personnel who are responsible for providing math instruction implement *Math Teaching Practices* with fidelity as part of MTSS
- School personnel implement effective PBiS with fidelity as part of MTSS
- Parents & schools communicate effectively regarding students' math proficiency and positive behavior

Long Term

- Students with ED in grades 3-5 increase proficiency in mathematics

Systemic & Comprehensive Approach

Culture/Vision • Leadership • Resources • Policy • Monitoring/Quality Assurance

VT SSIP Evaluation Plan
UPDATED 2/2/17

The evaluation plan for the Vermont SSIP was developed using participatory evaluation approach in which the external evaluators (EEC) worked closely with the SSIP Core Team to finalize the evaluation questions and performance indicators. The evaluation plan was subsequently reviewed with stakeholders and finalized The evaluation plan is aligned to both the SSIP Theory of Action and SSIP Logic Model and describes both *implementation* and *progress* outcomes for the SSIP. Specifically, the **Type of Outcome** and **Outcome Description** columns of the evaluation plan table correspond to the short-term, intermediate, and long-term outcomes depicted in the SSIP Logic Model. The evaluation plan also includes the methods and data collection and analysis activities (**Measurement/Data Collection Methods column**). The specific instrumentation and more detailed timelines can be found in the SSIP Evaluation Data Collection Schedule in the next section of this document.

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
Short term (implementation)	SSIP pilot schools submit timely and accurate data (per AoR)	To what extent did the pilot schools engage in the SSIP activities and submit timely and accurate data to the AOE?	100% of expectations in the AoR are achieved	● Conduct a Document Review regarding completion of AoR expectations ● Collect feedback from SSIP pilot school administrators to identify supports and barriers to implementation of AoR expectations	● Annually beginning March 1, 2017 (NOTE: Year 1 will include a review of data submission for fall/winter only due to initiation of the AoRs) ● Semi-annually October 1, 2017 and March 1, 2018
Short term (progress)	School personnel who are responsible for providing math instruction are knowledgeable about *Math Teaching Practices*	What was the level of knowledge gain for school personnel responsible for math instruction regarding the *Math Teaching Practices*?	100% of school personnel who are responsible for providing math instruction gain knowledge regarding	● Baseline of knowledge of *Math Teaching Practices* collected via self-rating ● End of PL event survey including retrospective	● April 2017 ● Ongoing as PL events are conducted; summarized for

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
		To what extent did the PL provider support knowledge gain at the SSIP pilot sites regarding *Math Teaching Practices*?	*Math Teaching Practices*	assessment of knowledge gain regarding specific topic addressed	annual reporting
Short term (progress)	School personnel are knowledgeable about effective implementation of PBiS systems data and practices	What was the level of knowledge gain for school personnel in effective implementation of PBiS systems, data and practices? To what extent did the PBiS cascade of supports increase knowledge gain by school personnel regarding effective implementation of PBiS systems, data and practices?	100% of school personnel report increased knowledge of effective implementation of PBiS systems, data and practices	● Baseline of knowledge of PBiS collected via self-rating (using most recent PBiS Self-Assessment Survey and/or Schoolwide Evaluation Tool items as for each SSIP pilot school as appropriate) ● End of PL event survey including retrospective assessment of knowledge gain regarding specific topics addressed ● Collect feedback from SSIP pilot school personnel, and PBiS TA provider(s)	● April 2017 ● Ongoing as PL events are conducted; summarized for annual reporting ● Annually
Short term (progress)	School personnel are knowledgeable about trauma sensitive school environments	What was the increase in knowledge for school personnel regarding trauma sensitive school environments? To what extent did the PBiS	100% of school personnel report increased knowledge about trauma sensitive school environments.	● End of PL event survey including retrospective assessment of knowledge gain regarding specific topics addressed ● Collect feedback from SSIP	● October 2017

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
		cascade of supports promote application of knowledge regarding trauma sensitive school environments?		pilot school personnel, and PL provider(s)	● Ongoing as PL events are conducted; summarized for annual reporting
Intermediate (progress)	Grade level teams use a variety of data to inform math instruction and interventions for students (both academic and behavior).	What were the sources and types of data used by teachers to inform math instruction and interventions for students (both academic and behavior)? How were these data used to inform math instruction and interventions (both behavior and academic)?	100% of grade level teams demonstrating increased use of a variety of data sources to inform math instruction and interventions for students (both academic and behavior).	● Baseline collected by assessment/ observation conducted by coach(es) ● Interviews of grade level team members and administrators ● Document Review of SSIP pilot schools' *Data2Action* Plans for math in the **Get It!** section [% of children receiving math instruction in universal, targeted, and intensive]	● Spring 2017 ● Annually (after summative reflection of formative data) ● Collect baseline Spring 2017; then report annually
Intermediate (progress)	School personnel implement *Math Teaching Practices* with fidelity as part of MTSS	What was the level of implementation fidelity regarding *Math Teaching Practices* at the SSIP pilot schools?	100% of SSIP pilot schools implementing *Math Teaching Practices* with fidelity.	● Summary of observations conducted by math coaches (person providing support), and administrators ● Interviews of SSIP pilot school teachers, school personnel, administrators, math coaches, and PL	● Baseline Spring 2017; then annually ● Annually

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
				provider(s).	
Intermediate (progress)	School personnel implement effective PBiS with fidelity as part of MTSS	What was the level of implementation fidelity regarding effective PBiS at the SSIP pilot schools?	100% of the SSIP pilot schools implementing PBiS with fidelity	● Collect baseline data using existing PBiS tools/resources as appropriate (e.g. *Tiered Fidelity Inventory)* ● Observations conducted by PBiS coaches and administrators provided to EEC ● Interviews of SSIP pilot school teachers, administrators, PBiS coaches, and PL provider(s) **EEC**	● Spring 2017 ● Annually ● Annually
Intermediate (progress)	Students with ED in Grades 3-5 have increased access to universal instruction in math	To what extent were students with ED in Grades 3-5 receiving universal instruction in math? What was the level of engagement of students with ED in Grades 3-5 in math instruction?	100% students with ED in the universal level of instruction 80% students with ED in Grades 3-5 engaged in math instruction.	● Document Review of SSIP pilot schools' *Data2Action* Plans for math in the **Get It!** section [% of children receiving math instruction in universal, targeted, and intensive] ● Observations conducted by coaches (MTSS, math, or PBiS) and administrators and provided to EEC	● Collect baseline Spring 2017; then report annually ● Annually
Intermediate (progress)	Students with ED in grades 3-5 receive effective behavior supports	To what extent do students with ED in grades 3-5 receive behavior supports identified through	100% of students with ED in Grades 3-5 will demonstrate improved behavioral	Analysis of SWIS and/or student level PBiS data; analysis of gains in how they are doing on their individual	● Quarterly on report card dates

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
		functional behavior assessments?	functioning as evidenced by: ● A decrease in office discipline referrals, overall and specifically in math class ● Increased time in class during math instruction ● Actively participating in or graduated from targeted or individualized behavioral supports ● Meeting expectations on their FBA-driven Behavior Support Plan an average of at least 80% of the time when applicable	behavior plans	
Long term (progress)	Students with ED in grades 3-5 increase proficiency in mathematics	What was the increase in math proficiency rates for students with ED in grades 3-5?	7.2% students with ED at the SSIP pilot schools proficient in math.	Analysis of SBAC summative and progress monitoring data	Baseline - Spring 2017; then Quarterly on report card dates

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
Short term (implementation)	AOE and AHS communicate and share resources to support SSIP activities.	How do AOE/AHS communicate and share resources?	● Increased information/ resources sharing ● Increased frequency of communication	● Document Review of meeting minutes; email communication	Quarterly

Type of Outcome	Outcome Description	Evaluation Questions	How Will We Know the Intended Outcome Was Achieved? (performance indicator)	Measurement/Data Collection Methods	Timeline
Short term (implementation)	Parents are aware of *Math Teaching Practices and* PBiS .	To what extent do parents report they are aware of *Math Teaching Practices*, and PBiS?	80% parents at SSIP schools report awareness of *Math Teaching Practices* and PBiS	Summary of feedback from SSIP school parents via family engagement checklist or family engagement survey	Annually
Intermediate (progress)	Parents & schools communicate effectively regarding students' math proficiency and positive behavior	What is the type and level of communication between parents and schools? ● Home/school communication ● Website ● info booths at school and community functions ● parent handbooks	80% parents report effective communication with their school regarding their child's math proficiency and behavior supports 80% staff at schools report effective communication with parents regarding students' math proficiency and behavior supports.	● Summary of PBiS feedback on family engagement through the family engagement checklist (completed by school) and family, school surveys ● Document review of letters sent from schools regarding SBAC math proficiency	● Annually ● Annually

EEC Data Collection Schedule • VT SSIP
Year 1 (October 2016-August 2017)

UPDATED 2/2/17

The Data Collection Schedule below provides detail on the methods, collection, and analysis that will EEC will use to evaluate implementation and outcomes of the SSIP. As data are collected and analyzed, EEC will provide regular reports to the Vermont AOE and stakeholders in order to make decisions about need for adjustments or continuation of SSIP activities to make progress toward the SiMR. This document is meant to guide EEC evaluation activities and timelines and will be updated as evaluation activities are carried out and to reflect the most current information regarding timelines for SSIP activities.

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of expectations in the AoR are achieved	October 2016	Collect feedback from SSIP pilot school administrators to identify understandings of the expectations for data collection and the supports and barriers to implementation of AoR.	EEC develops brief interview protocol; AOE (**Sue Cano)** conducts interviews; EEC summarizes results	Interviews were conducted in October; EEC prepared quarterly evaluation memo to facilitate decision making as needed.
	February – March 2017	Conduct a Document Review regarding District/SSIP school completion of AoR expectations	EEC develops Progress Checklist based on AoR expectations; AOE staff completes; EEC summarizes results	
100% of school personnel who are responsible for providing math instruction gain knowledge regarding *Math Teaching Practices*	March 2017	Collect baseline of knowledge of *Math Teaching Practices* in the Spring 2017	EEC/AOE use self-rating protocol; SSIP school personnel complete as pre/post; EEC summarizes results	

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
100% of school personnel will report a 20% improvement in their perception of PBIS features in their school, as measured by the Self-Assessment Survey (SAS).	April 2017	Collect baseline of knowledge of PBiS via self-rating	EEC collects and summarizes data from SAS	
100% of school personnel report increased knowledge about trauma sensitive school environments	August 2017	Develop and implement end of PL event survey including retrospective assessment of knowledge gain regarding specific topic addressed	EEC develops end-of-event survey protocol; PL providers and/or coaches administer at each event/session; EEC analyzes and reports results within 1 month of the session	
100% of grade level teams demonstrate increased use of a variety of data sources to inform math instruction and interventions for students.	May 2017 collection of baseline June/July analysis of baseline data	Conduct Document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section	AOE provides schools' Data2Action Plans spring 2017; EEC reviews and summarizes results	
	May-June 2017	Interview grade level team members and administrators at SSIP schools	EEC develops interview protocol and conducts interview and observation of team meeting; EEC summarizes the results	
100% of SSIP pilot schools implementing *Math Teaching*	April 2017 draft protocol	Develop and pilot observation protocol to be	TRUMath: Whole Class Discussion Rubric [adapted]	

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
Practices with fidelity.	May-June 2017 pilot protocol May-June 2017	used in SSIP schools. Interview SSIP pilot school math teachers, school personnel, administrators, and math coaches.	EEC develops interview protocol and conducts interview; EEC summarizes the results.	
100% of the SSIP pilot schools implementing PBiS with fidelity	May-June 2017	Collect and analyze data from PBiS fidelity instrument(s) administered at SSIP Schools	SSIP Schools administer Tiered Fidelity Inventory (part of PBiS data); EEC collects, summarizes and reports results.	
100% students with ED in the universal level of instruction	May 2017 collection June -July 2017 analysis	Conduct document Review of SSIP pilot schools' Data2Action Plans for math in the Get It! section [% of children receiving math instruction in universal, targeted, and intensive]	AOE provides schools' Data2Action Plans; EEC reviews and summarizes results.	
80% students with ED in Grades 3-5 *engaged* in universal math instruction.	April 2017 draft protocol May-June 2017 pilot protocol	Develop and pilot observation protocol for use in SSIP schools.	TRUMath: Summary Rubric [adapted]	
100% of students with ED in Grades 3-5 will demonstrate improved behavioral functioning as evidenced by: ● A decrease in office discipline referrals, overall and specifically in math class	Quarterly reporting times: April 2017 June 2017	Analyze SWIS and/or student level PBiS and other data	AOE provide data to EEC; EEC summarizes results	

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
● Increased time in class during math instruction ● Actively participating in or graduated from targeted or individualized behavioral supports ● Meeting expectations on their FBA-driven Behavior Support Plan an average of at least 80% of the time when applicable				
100% of AOE/AHS quarterly goals achieved as evidence of increased communication and shared resources.	Quarterly: January 2017 April 2017 June 2017	Document review of AOE/AHS Meeting Agendas and Minutes	AOE will provide documents; EEC develop and administer review protocol and summarize results	
80% parents at SSIP schools report awareness of *Math Teaching Practices* and PBiS	May-June 2017	Develop and pilot family engagement checklist	AOE/EEC develop family engagement checklist or family engagement survey	
80% of parents report an understanding of their child's behavioral supports and of some of the overall features of school-wide PBIS in their child's school.	June-July 2017	Identify items from PBiS Family Engagement Survey and/or develop additional protocol(s) for data collection.	Family engagement checklist and/or other school surveys.	
80% staff at schools report effective communication with	June-July 2017	Conduct document review of letters sent from schools regarding SBAC math	AOE provides EEC documentation; EEC develops and administers review protocol	

Performance Measure(s)	Date to be Completed	EEC Evaluation Activity	Instrumentation/Procedure	Date Completed
parents regarding students' math proficiency and behavior supports.		proficiency and other mechanisms for parent/family communication.	and summarizes results	
7.2% students with ED at the SSIP pilot schools proficient in math.	September 2017	Analyze SBAC summative and other progress monitoring data	AOE provides EEC SBAC data; EEC summarizes results	