

*Kansas SSIP Theory of Action, Updated 1/5/2022*

1. KSDE has...		2. KSDE ... <i>Conclusions from SSIP Analysis Activities</i>	3. Then ... <i>Coherent Improvement Strategy 1.0</i>	4. Then... <i>Coherent Improvement Strategy 2.0</i>	5. Then... <i>Intermediate Outcome - SIMR is Achieved</i>
GOVERNANCE & QUALITY STANDARDS	a Board of Education, with established Vision, Mission, and Goals, providing direction for all KSDE initiatives.	has effective and aligned leadership to provide direction for priorities and actions.	KSDE will align state level policies, organization, and infrastructure to efficiently and effectively allocate resources and supports to increase state and district capacity to support sustained implementation of evidence-based practices that result in increased reading outcomes for students with disabilities.	through the district level implementation of Kansas MTSS and Alignment, the capacity of districts will be increased to effectively implement evidence-based practices in a sustainable way linked to achieving improved reading outcomes for students with disabilities.	the implementation of evidence-based practices will result in improved reading proficiency of students with disabilities in grades K–5.  The FFY 2016 through FFY 2020 SIMR measured the percentage of students with disabilities in grades K–5 who scored at grade level end of year benchmark on a reading general outcome measure.
	a single Special Education and Title Services team.				
ACCOUNTABILITY & MONITORING	a process to measure and submit accountability reports on progress of the Every Student Succeeds Act (ESSA).	has an initial alignment of accountability processes and needs to focus on refining program and policy implementation alignment.			
	a process to measure and annually submit the progress of students with disabilities in the Kansas SPP/APR including reading progress of students with disabilities in district cohorts.				
	a system of general supervision called Kansas Integrated Accountability System (KIAS) that includes monitoring, dispute resolution, compliance and fiscal technical assistance at state and local level.				
TECHNICAL ASSISTANCE & PROFESSIONAL LEARNING	a commitment to provide multiple professional learning opportunities annually and a variety of training cadres to support statewide need.	has a coordinated system to support technical assistance and professional learning but needs to scale up sustainable capacity to support implementation of evidence-based reading instructional practices.	KS TASN, specifically technical assistance and professional learning, will be coordinated, leveraged to reduce duplication, use evaluation results to inform decisions, increase progress monitoring of student performance, and provide evidence-based resources for dissemination.		The FFY 2021 through FFY 2025 SIMR will measure the percentage of students with disabilities in grades K–5 who achieve a rate of improvement in reading at or higher than the expected growth for their grade-level peers on a reading general outcome measure.
	a system to support schools requiring ESSA comprehensive and additional targeted support and improvement (CSI and ATSI), through the Kansas Learning Network.				
	a commitment to refining a sustainable statewide multi-tier system of supports (MTSS) to meet academics, behavior, and social-emotional needs for all students.				
	a commitment to funding and managing the Kansas Technical Assistance System Network (TASN) that provides professional learning and technical assistance to schools and families in identified areas to improve outcomes for all students.	needs to leverage technical assistance and professional learning across accountability systems for building local capacity to implement & sustain evidence-based practices.			

*Kansas SSIP Logic Model, Updated 1/5/2022*

Kansas SSIP Logic Model				
Inputs	Improvement Strategies	Outcomes		
↓	↓	↙	↓	↘
<p>KSDE Division of Learning Services</p> <p><u>Key Implementation Partners:</u>            Kansas TASN Coordination Team            Kansas TASN Evaluation Team            Kansas MTSS and Alignment Project            Kansas Parent Information Resource Center</p> <p><u>Key Collaborators &amp; Stakeholders:</u>            LEAs            Families            Kansas Parent Training and Information Center            Special Education Advisory Council            State Interagency Coordinating Council            Statewide Family Engagement Stakeholder Group            Kansas TASN Providers</p> <p><u>Technical Assistance Resources:</u>            OSEP            National Technical Assistance Centers            National School Turnaround and Improvement Leaders            Scaling up of Evidence-Based Practices Center</p>	<p>Strategy 1: Strategically realign, reallocate, and leverage current SEA policies, organization, and infrastructure for increased capacity of district evidence-based practice implementation.</p>	<p><b><u>Short-Term (Knowledge, Skills, &amp; Collaboration)</u></b></p>	<p><b><u>Medium-Term (Installation of Evidence-Based Instructional Practices)</u></b></p>	<p><b><u>Long-Term (Implementation of Evidence-Based Instructional Practices with Fidelity)</u></b></p>
		<p>1a/2a. KSDE Staff, TASN Providers, &amp; LEA Educators demonstrate the knowledge and skills necessary to implement Kansas MTSS and Alignment.</p>	<p>1c/2c. KSDE Leadership, TASN Coordination, District and School Administrators create the conditions that facilitate implementation.</p>	<p>2e. Evidence-based reading curriculum is implemented with fidelity across all grades.</p>
	<p>Strategy 2: Design, implement and evaluate an integrated school improvement planning framework, built upon the existing Kansas MTSS and Alignment framework, to increase district capacity to provide effective reading instruction for students with disabilities.</p>	<p>1b/2b. KSDE Staff, TASN Providers, &amp; LEA Educators collaborate to implement the Kansas MTSS and Alignment constructs.</p>	<p>1d/2d. KSDE, TASN, District, School, and Grade-Level Collaborative Teams make data-based decisions and share data through communication loops.</p>	<p>2f. Evidence-based interventions are provided based on data and decision protocols.</p> <p>2g. Families are engaged in the data-based decision making and the progress monitoring process for their children.</p>
	<p>Strategy 3: Evaluate the degree to which the state infrastructure supports district implementation of evidence-based practices to improve reading results for students with disabilities kindergarten through 5th grade.</p>	<p><b><u>Impact (Student Outcomes)</u></b></p> <p>2h. Students make progress in reading achievement.</p> <p>2i. FFY 2016–2020 SIMR: Increased percentage of students with disabilities grades K–5 score at grade level in reading as measured by a General Outcome Measure.</p> <p>FFY 2021–2025 SIMR: Increased percentage of students with disabilities in grades K–5 who achieve a rate of improvement in reading at or higher than the expected growth for their grade-level peers as measured by a General Outcome Measure.</p>		

*Kansas SSIP Evaluation Plan, Updated 1/5/2022*

Kansas SSIP Evaluation Plan		
Outcomes	Indicators	Measures
<b>Short-Term (Knowledge, Skills, and Collaboration)</b>		
1a. KSDE staff and TASN providers demonstrate the knowledge and skills necessary to implement Kansas MTSS and Alignment.	KSDE Division of Learning Services staff and TASN providers accurately describe Kansas MTSS and Alignment and how their role supports a district implementation process.	HQPD observation TASN Training Evaluation Content/performance-based assessment
1b. KSDE staff and TASN providers collaborate to implement the Kansas MTSS and Alignment constructs.	KSDE staff and TASN providers jointly develop products, protocols, and guidance designed to support the implementation of Kansas MTSS and Alignment.	Document review
2a. LEA educators demonstrate the knowledge and skills necessary to implement Kansas MTSS and Alignment.	School leadership team members accurately describe Kansas MTSS and Alignment and demonstrate skills (e.g., focused conversations about data) that support implementation.	Content/performance-based assessment HQPD observation
2b. LEA educators collaborate to implement the Kansas MTSS and Alignment constructs.	Collaborative teams reflect on progress and track their implementation.	HQPD observation Inclusive MTSS Implementation Scale Inquiry cycle documentation
<b>Medium-Term (Installation of Evidence-Based Instructional Practices)</b>		
1c. KSDE and TASN leadership create the conditions that facilitate implementation.	KSDE and TASN products, protocols, and guidance support the implementation of Kansas MTSS and Alignment.	TASN Coordination/Evaluation Feedback Survey TASN Training Evaluation HQPD observation Stakeholder involvement/feedback
1d. KSDE and TASN leadership make data-based decisions and share data through communication loops.	Decisions are grounded in data and shared effectively through KSDE and TASN structures.	Document review Observation at mid-year and TASN Leadership Team meetings Stakeholder involvement/feedback
2c. District and school administrators create the conditions that facilitate implementation.	District/school-developed products, protocols, and guidance support the implementation of Kansas MTSS and Alignment.	Record of implementation milestones Inclusive MTSS Implementation Scale

2d. District and school leadership teams and grade-level collaborative teams make data-based decisions and share data through communication loops.	Decisions are grounded in data and shared effectively through district structures.	Record of implementation milestones Inclusive MTSS Implementation Scale Inquiry cycle documentation
<b>Long-Term (Implementation of Evidence-Based Instructional Practices With Fidelity)</b>		
2e. An evidence-based reading curriculum is implemented with fidelity.	An evidence-based reading curriculum is implemented with fidelity.	Record of implementation milestones Inclusive MTSS Implementation Scale Classroom observations
2f. Evidence-based interventions in reading are provided based on data and decision protocols.	Established decision protocols are followed and the effectiveness of interventions in reading is regularly monitored.	Record of implementation milestones Inclusive MTSS Implementation Scale Inquiry cycle documentation
2g. Families are engaged in the data-based decision making and progress monitoring processes for their children.	Families are collaborative partners with school staff in the data-based decision making that impacts their child.	Family Engagement Survey–2
<b>Impact (Student Outcomes)</b>		
2h. Students make progress in reading achievement.	Students improve their reading proficiency (i.e., accuracy, fluency, comprehension).	Grade-level General Outcome Measure universal screening Tier 2/3 progress monitoring
2i. FFY 2016–2020 SIMR: Increased percentage of students with disabilities grades K–5 score at grade level in reading as measured by a General Outcome Measure. FFY 2021–2025 SIMR: Increased percentage of students with disabilities in grades K–5 who achieve a rate of improvement in reading at or higher than the expected growth for their grade-level peers as measured by a General Outcome Measure.	Students with disabilities in grades K–5 score at grade level in reading.  Students with disabilities in grades K–5 improve reading skills during the school year (fall to spring screening periods) at or higher than the expected growth for their grade-level peers.	Grade-level General Outcome Measure universal screening

### Evaluation Measures:

Below are descriptions of the Kansas SSIP evaluation measures. The measures are designed to continually improve implementation through self-correcting feedback. Ongoing coaching and professional learning support deeper implementation through data-based decision making.

**HQPD Observation:** The Observation Checklist for High-Quality Professional Development—Version 3 (HQPD Checklist; Gaumer Erickson et al., 2020; see also Gaumer Erickson et al., 2016) includes 21 indicators across five essential domains of andragogy, including (a) preparing for learning, (b) contextualizing the content, (c) engaging in learning, (d) reflecting on learning, and (e) transferring learning to practice. The HQPD Checklist is completed by the TASN Evaluation Team at a representative sample of trainings, workshops, webinars, and symposia. A description of the training content or activity that met each of the 21 indicators is documented. Professional development providers receive

feedback on each observed training, and coaching is available to improve professional development practices. HQPD observations are completed at a selection of professional learning events across the year. The TASN Evaluation Team follows a standard scoring protocol and annually participates in an interrater reliability process to ensure consistent and accurate observation data.

**Content/Performance-Based Assessment:** Completed by participants at professional learning events across the year, content-based assessments include pre/post multiple-choice tests and performance-based assessments. Additionally, these assessments for KSDE staff and TASN providers ask participants to describe how their role supports Kansas MTSS and Alignment district implementation process. These data guide the participants to accurately assess their learning and are used by the professional development provider to refine instruction.

**TASN Training Evaluation:** Completed by participants at professional learning events across the year, the training evaluation includes general satisfaction items and identification of support necessary from KSDE or the TASN provider to facilitate implementation. Additionally, the TASN Training Evaluation includes items aligned with the HQPD observation and adult learning principles (e.g., The trainer provided examples of the content/practice in use; During the training, I had opportunities to practice new skills). The professional learning is refined based on this feedback.

**Document Review:** The document review provides data on the collaborative development and data-based decisions that result from collaborative efforts. The state-level document review includes participation, meeting minutes, and products developed by the Division of Learning Services committees and state-level stakeholder groups (i.e., Kansas State Board of Education, Accreditation Advisory Council, ESEA Advisory Council, Special Education Advisory Council, and TASN Leadership Team and Provider Meetings). Decision points are analyzed to determine whether decisions were based on data, support the implementation of Kansas MTSS and Alignment, and were shared through communication loops. The review of approximately 100 documents occurs annually in July.

**Observation at Mid-Year and TASN Leadership Team Meetings:** Provider-specific progress monitoring and data-based decision making meetings are held annually with each TASN project (approximately 15 meetings). An observation protocol is completed at each of these meetings to document the inclusion of data-informed decisions. Additionally, quarterly, this protocol is utilized in the observation of TASN Leadership Team meetings to document data-informed decisions.

**Stakeholder Involvement/Feedback:** The KSDE strives to create conditions that support stakeholder involvement by regularly discussing evaluation results with stakeholder groups and obtaining feedback to guide implementation and support continual improvement. The results of stakeholder feedback are monitored through the document review.

**TASN Coordination/Evaluation Feedback Survey:** Completed annually by TASN providers and KSDE Special Education and Title Services staff, this survey includes satisfaction items and open-ended items to identify the supports necessary to facilitate implementation and collaboration. The results of this survey are used to inform decisions as evidenced by the document review and observations at TASN Leadership Team meetings.

**Record of Implementation Milestones:** Completed by Kansas MTSS and Alignment State Trainers, this documentation provides an ongoing record of Kansas MTSS and Alignment installation in each district/school. The Kansas MTSS and Alignment State Trainers determine the installation of MTSS core components through on-site observations, facilitated data-informed discussions, and school/district documentation. The record provides installation data and helps identify modifications to professional learning and coaching supports.

**Inclusive MTSS Implementation Scale:** Administered annually during the spring semester, the Inclusive MTSS Implementation Scale (Gaumer Erickson et al., 2017) is a self-report and stakeholder fidelity assessment completed by all instructional staff and administrators in each school that receives ongoing professional development. It determines individual and collaborative implementation, social validity, and teachers' perceptions of administrative support and districtwide implementation. Results support school and district decision making as well as customized coaching. Annually, the Evaluation Team analyzes results across schools and districts to determine improvements in the implementation of MTSS practices.

**Inquiry Cycle Documentation:** Through ongoing inquiry cycles, educators gather and analyze baseline data, set goals, implement action plans, and review measurable outcomes and associated evidence of impact on stated learning needs for students and staff. The Kansas MTSS and Alignment State Trainers coach the educators throughout this process. Baseline and impact data inform continued refinement for the implementation of evidence-based instructional practices at the local level. Annually, the Evaluation Team analyzes inquiry cycle documentation across schools and districts, summarizing common priorities, strategies, and outcomes in order to inform professional development.

**Classroom Observations:** The classroom walkthrough tool is utilized at regular intervals throughout the school year by instructional leaders to observe the classroom implementation of evidence-based instructional practices. The Kansas MTSS and Alignment State Trainers coach the instructional leaders throughout this process. The core instruction classroom observation is conducted by Kansas MTSS and Alignment State Trainers annually in a subset of schools, to provide feedback on the implementation of the core curriculum and the inclusion of students with disabilities in core instruction. Data are used at the local level to determine educators' professional learning and coaching needs.

**Family Engagement Survey–2:** The Family Engagement Survey–Version 2 (Gaumer Erickson et al., 2022) provides annual feedback from families on perceptions of engagement, which address each Kansas Family Engagement Standards (National Parent Teacher Association, 2009), to inform school implementation and collaborative efforts. Annually, the Evaluation Team analyzes results across schools and districts to determine improvements in family engagement practices that result in part through the ongoing implementation of MTSS tenants. Districts have the option to administer any family engagement survey, but the data is analyzed specifically for the FES–2.

**Tier 2/3 progress monitoring:** The performance of students receiving Tier 2 or 3 interventions is monitored on a weekly to monthly basis. Decision rules are followed to determine when a student exits the intervention. These data are reviewed by Collaborative Teams and monitored by the Kansas MTSS and Alignment State Trainers.

**General Outcome Measure Universal Screening Data in Reading:** Reading curriculum-based general outcome measure is a formative assessment used for screening conducted in fall, winter, and spring. These assessments, as measured within the FastBridge system, are performance indicators that are predictive of overall performance in the area (IRIS Center, 2020). Student and grade-level composite data support customized coaching and collaborative team, school, and district decision making. These data are reviewed by District Leadership Teams, Building Leadership Teams, and Collaborative Teams.