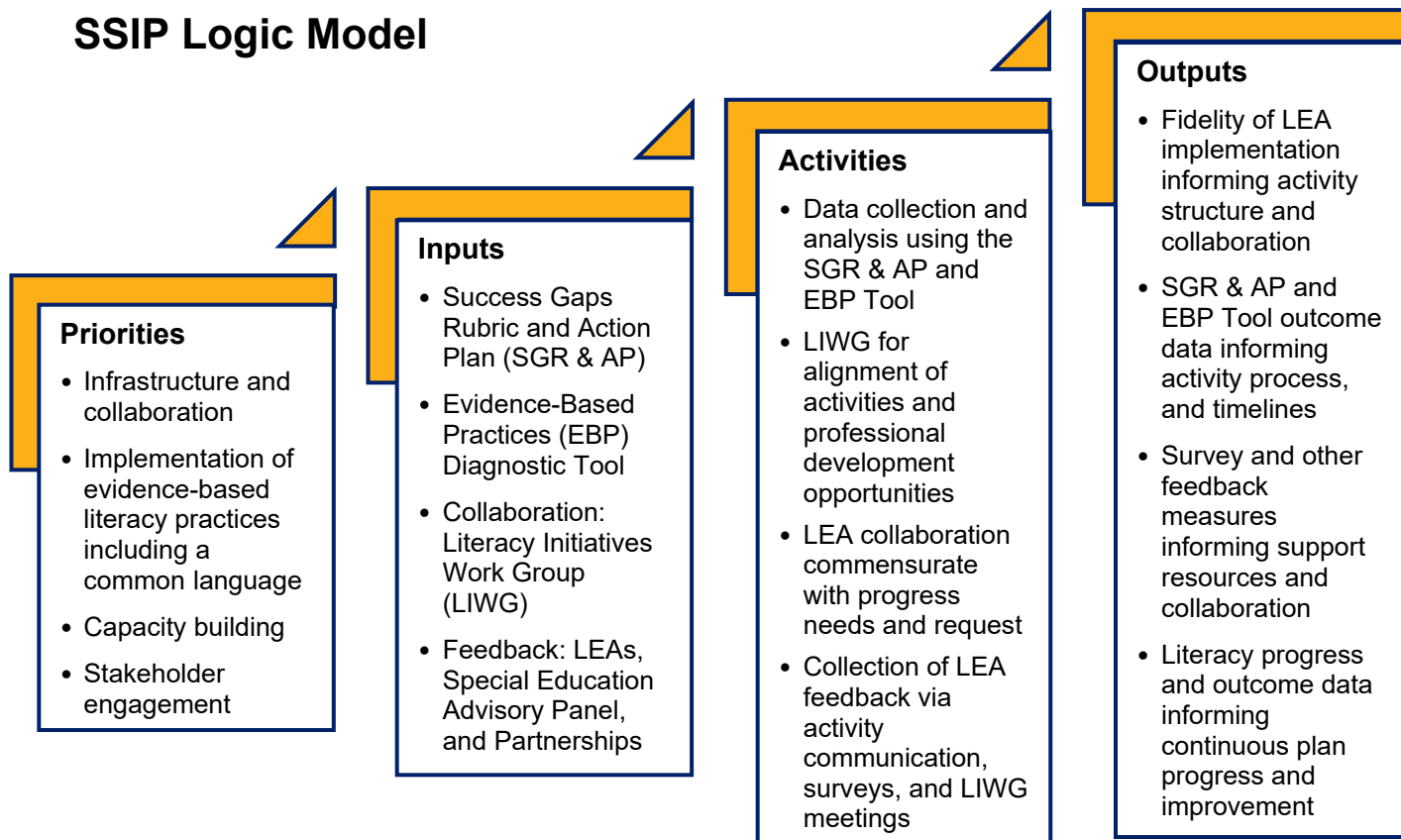


SSIP Logic Model



Short-Term Outcomes

- SEA regularly plans and implements the SSIP activities in a cross-unit collaborative (LIWG).
- PSM specialists and LEAs collaborate on the implementation of the EBP Diagnostic Tool and Walkthrough Process to collect trends relating to practice and growth.
- Stakeholders both internally and externally are consistently engaged in the SSIP work with feedback used in decision making.



Long-Term Outcomes

- SSIP has increased capacity to coach PEAs through activities toward improving literacy outcomes.
- PEAs continue the collection of trend data using the EBP, utilizing teachers for capacity building.
- In alignment with SSIP action initiatives, LEA teachers and administrators implement evidence-based practices with fidelity.
- Success Gaps Rubric and Action Plans are expanded for use by both SSIP and non-SSIP PEAs to address gaps in student success.
- Stakeholder engagement ensures continuation of long-term work in improving literacy outcomes.



SiMR

- By FFY 2025, targeted Public Education Agencies (PEAs) will increase the performance of SSIP students with disabilities in grade 3 on the English/Language Arts (ELA) state assessment from 9.58% to 12.23%.

SSIP Theory of Action

If a Risk Analysis tool is used to identify LEAs that are below the state average in ELA proficiency for grade 3 students with disabilities (SWD) in their learning community for participation in SSIP,

and those identified LEAs use SSIP activities such as the Success Gaps Rubric to implement action initiatives with fidelity toward targeting administrative and classroom practices with a focus on literacy in those learning communities,

and data, feedback, collaboration, and initiative alignment continue to inform decisions for the continuous improvement of activity implementation,

then the gap between SSIP and non-SSIP LEAs in ELA proficiency for SWD in grade 3 will continue to decrease