

# SSIP Logic Model



**Priorities**

- Supporting positive literacy outcomes
- Using feedback and analysis to support evidence-based practices and systemic improvement
- Stakeholder engagement for leveraging fidelity and outcomes
- Building capacity

**Inputs**

- Success Gaps Rubric and Action Plan (SGR & AP)
- Evidence-Based Practices (EBP) Diagnostic Tool
- Literacy Screener Data and Analysis
- Collaboration: SSIP Teams, Intra-agency partnerships, National TA Centers
- Feedback: LEAs, Special Education Advisory Panel, and Partnerships

**Activities**

- Data Collection: SGR & AP, EBP Tools, Literacy Screener Data/Analysis, Surveys, Feedback
- Data Integration: activity documents to ongoing data tables
- Data Analysis: quantitative/qualitative data to graphic display
- Dissemination: presentation and collaboration
- Revisions: Activity documents, support resources, process

**Outputs**

- Positive student literacy proficiency and proficiency gap outcomes as evidenced by state testing
- Growth of evidence-based practices as evidenced by the SGR & AP and EBP Tools
- Systemic development as evidenced by SGR & AP indicator development
- Positive feedback as evidenced by SSIP feedback surveys and through correspondence

## Short-Term Outcomes

- SEA regularly plans and implements the SSIP activities in a departmental collaborative (DaSy).
- PSM specialists and LEAs collaborate on the implementation of the EBP Diagnostic 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 Public Education Agencies (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.



## SiMR

- By FFY 2025, targeted 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 and state testing are used to identify LEAs that have the capacity for systemic improvement and students that are below the state average or above the state gap 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 and EBP Walkthrough Process to improve the evidence-based practices in the learning community that support systemic improvement,

and data from stakeholder feedback and outcomes are used, in conjunction with collaboration, to provide supports for activity development and the improvement of implementation fidelity,

then the targeted support for systemic development will result in positive outcomes for students with disabilities, as evidenced by the SSIP SiMR.

