

## Arkansas State Systemic Improvement Plan (SSIP) Logic Model

Inputs	Activities	Outputs
<p>Division of Elementary and Secondary Education (DESE)</p> <p>Office of Special Education (OSE) Leadership Team</p> <p>Arkansas Collaborative Consultants</p> <p>State Personnel Development Grant (SPDG)</p> <p>The Center for Exceptional Families</p> <p>Arkansas IDEAS</p> <p>Office of Innovation for Education</p> <p>State Special Education Advisory Council</p> <p>Technical Assistance and Strategic Partnerships (IDC, NCSI, WestEd, CCSSO, NCEO)</p> <p>Data-driven tools and systems for reporting</p> <p>Stakeholders (LEAs, administrators, educators, related service providers, families, students, community)</p>	<p>Align professional learning, technical assistance, and resources with DESE initiatives</p> <p>Tailor coaching, professional learning, and technical assistance to LEA-specific data and needs</p> <p>Increase awareness of and expand access to competency-based professional learning (micro-credentials) for Universal Design for Learning (UDL), high-leverage practices (HLPs), and evidence-based practices (EBPs)</p> <p>Provide professional learning on multi-tiered systems of support (MTSS) and the meaningful access model, including UDL and EBPs</p> <p>Implement school-level collaborative teams to address academic and behavioral needs of all students</p> <p>Establish a system for data collection and analysis of implementation, including stakeholder feedback to inform continuous improvement</p>	<p>Increase statewide access to competency-based professional learning on UDL, HLPs, and EBPs</p> <p>Tailor plans for coaching, professional learning, and technical assistance developed for each targeted LEA</p> <p>Strengthen educator collaboration and capacity of school leadership teams</p> <p>Schools reflect a collaboratively designed MTSS for academics and behavior</p> <p>Administrators and educators increase self and collective efficacy for all students as measured by self-efficacy surveys</p> <p>Schools demonstrate an increase in the number of students with moderate or high growth as measured by the statewide student assessment</p> <p>Collection, analysis, and utilization of data and stakeholder feedback to inform improvement strategies as measured by the SSIP Infrastructure tool</p>

Short-term Outcomes	Long-term Outcomes	State-identified Measurable Result (SiMR)
<p>Tailored plans for coaching, professional learning, and technical assistance are developed for each targeted LEA</p> <p>Increased statewide access to competency-based professional learning for UDL, HLPs, and EBPs</p> <p>Increased educator capacity to implement UDL and EBPs and to tailor instruction and interventions based on student needs</p> <p>Increased collaboration and collective efficacy that promotes positive outcomes for students</p> <p>Schools reflect a collaboratively designed MTSS for academics and behavior</p> <p>Schools demonstrate an increase in the number of students with moderate or high growth, as measured by the statewide student assessment</p> <p>Stakeholder perspectives are increasingly reflected across key initiatives and improvement activities</p>	<p>Statewide sustainable system for professional learning and technical assistance aligned throughout DESE and tailored to LEA needs</p> <p>Administrators, general educators, special educators, and related service providers operate in a single, collaborative system for academics and behavior</p> <p>Students with disabilities are considered general education students and are included in high-quality core instruction provided in least restrictive environments</p> <p>Educators consistently implement UDL, HLPs, and EBPs with integrity, leading to the effective provision of specially designed instruction that meets the unique needs of students</p> <p>Improvement in academic outcomes for all students, especially students with disabilities, reflected in higher literacy growth scores</p> <p>Fully developed data system and processes for collecting, analyzing, and using data and stakeholder feedback to evaluate and revise SSIP strategies and the SiMR</p>	<p>The percentage of students with disabilities in grades 3-5, from targeted schools, will demonstrate moderate or high value-added growth scores in reading when compared to all students for the same subject and grade level in the state.</p> <p>The Arkansas SiMR is collected from schools supported by the SPDG, which focuses on MTSS and inclusive practices, as well as from schools participating in the Meaningful Access Project.</p>