



New York State Education Department
Office of Special Education
Educational Partnership





New York State Alternate Assessment (NYSAA)

Phase 3: Action Planning



Produced by the Technical Assistance Partnership (TAP) for Data at Cornell University.

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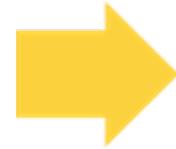
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute New York State Education Department (NYSED) endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

Meet and Greet



Introduce
yourself

Think about a time you
set a goal but didn't quite
reach it. What might be
some of the reasons you
fell short?

Share your
answer

Training Objectives

Participants will:

- Begin action planning to increase accuracy of NYSAA identification based on the team's root cause analysis
- Understand the purpose and the steps of creating a Pathway for Change or other logic model
- Explore family engagement resources and identify action steps for involving families

Materials

- Six Planning Questions Handout
- Generic Pathways for Change Tool—Educational Organization (EO) Level
- Parent Centers NYSAA Frequently Asked Questions (FAQ)
- Start with the End in Mind
- Family Expectations and Knowledge of NYSAA Questionnaire
- Reasons Why Students with Disabilities Should Take State Tests
- NYSAA Parent Guide 2025
- Parent Notification Sample Letter

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Review

Root Cause Analysis

Reminder of Resources



[NYSAA Participation Decision-Making Tool](#)



[FAQ NYSAA Eligibility](#)



[Parent Notification Sample Letter](#)

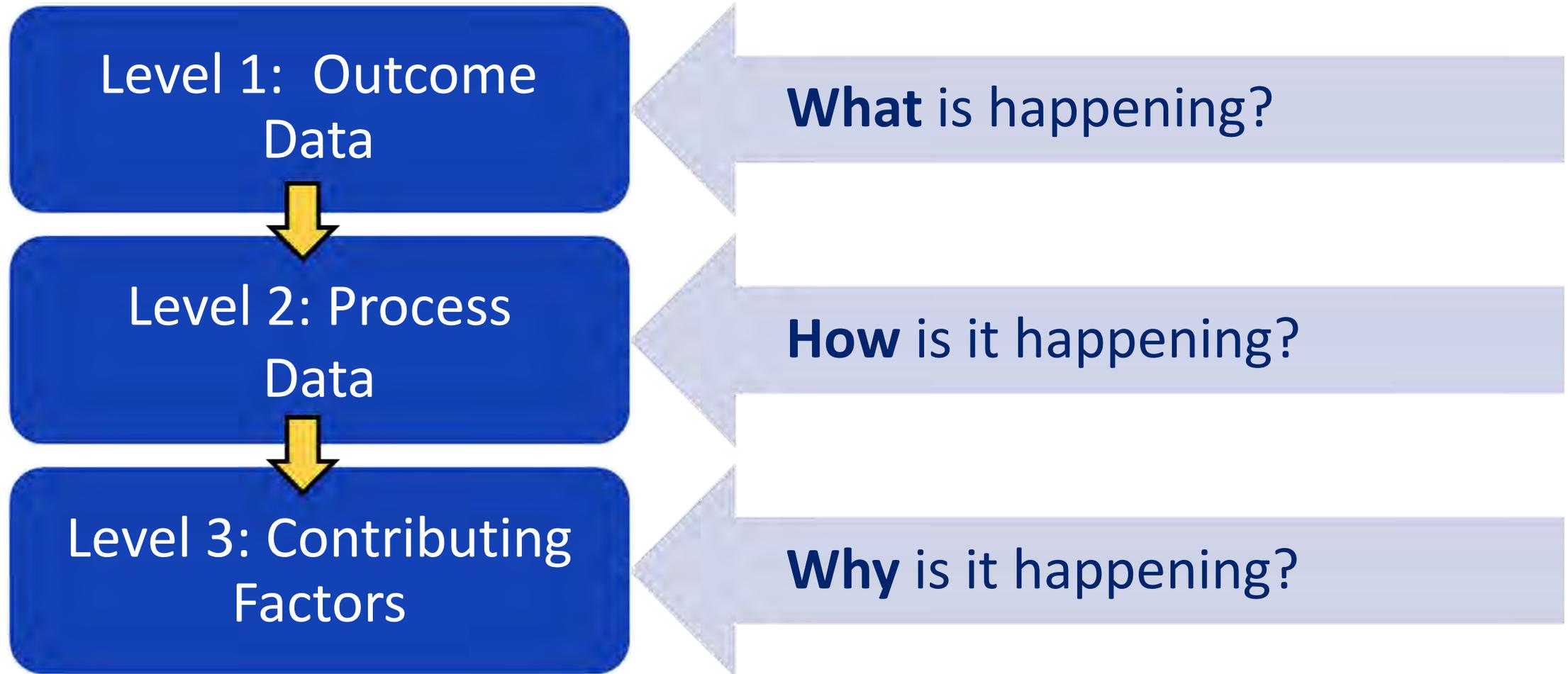


[NYSAA Parent Guide](#)



[How NYSAA 1% Is Calculated](#)

Review: Root Cause Analysis Steps





Questions and Clarifications

What root cause did you identify?

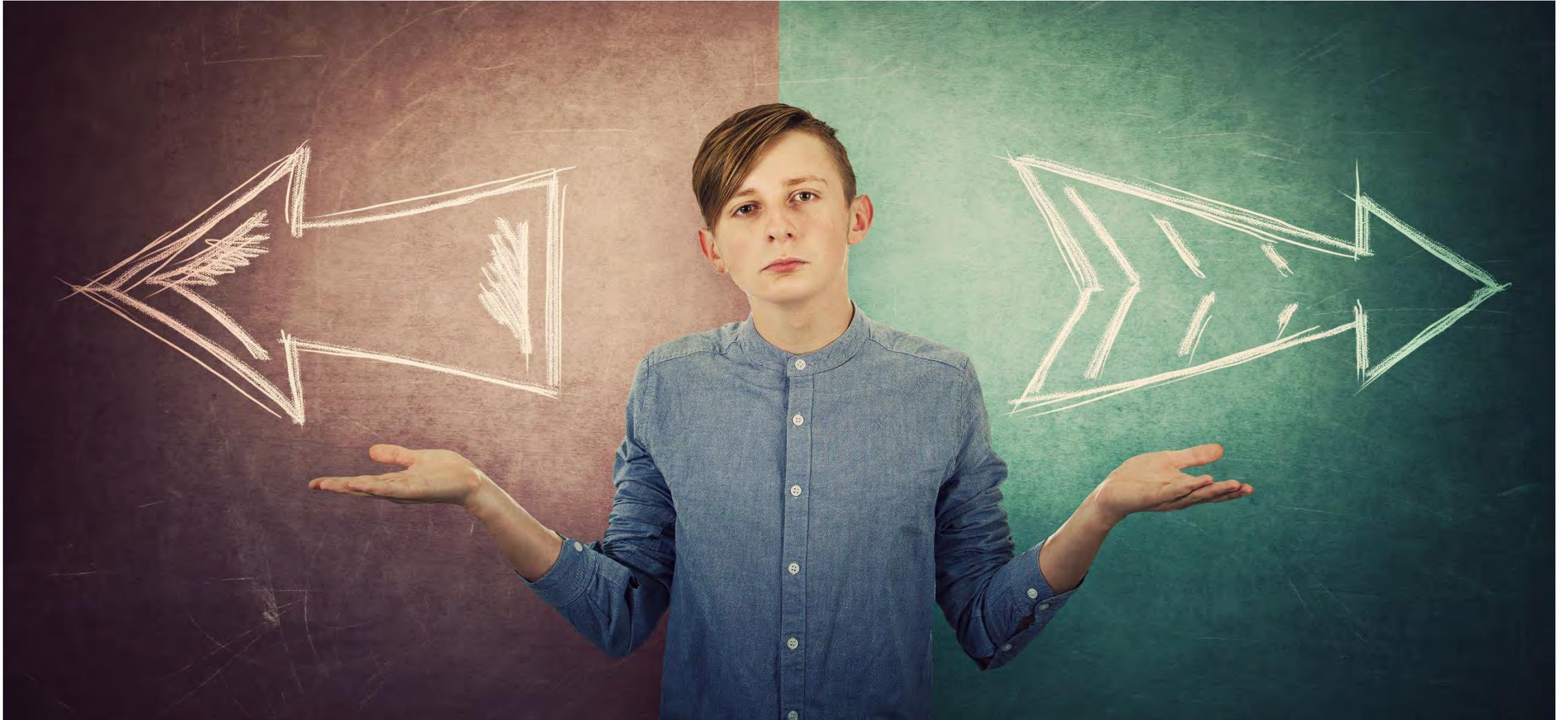
Any questions or clarifications needed regarding root cause analysis?



Improving Outcomes by Using Logic Models

Creating a Pathway for Change

How Do We Know Which Way to Go?



What Is a Logic Model?

*“Logic models present a theory of action or change that **drives the program or policy** and makes explicit any assumptions about both the resources at the disposal of the program and the **rationale** behind the effort.”*

–Shakman, K., & Rodriguez, S. M. (2015)

Key Parts of a Logic Model

Video



Watch [Logic Models](#) on YouTube.

Purpose

Why use a logic model like the Pathway for Change?

- Brings detail to broad goals
- Helps identify gaps in program logic and clarify assumptions
- Builds understanding and promotes consensus
- Makes explicit underlying beliefs
- Helps clarify what is appropriate to evaluate and when
- Summarizes complex programs for effective communication

6 Planning Questions



Setting Goals/Outcomes

Answer questions 1–3

1. What is the current situation we intend to impact?
2. What will it look like when we achieve the desired situation or outcome?
3. What systems and practices need to change for that outcome to be achieved?

Deciding on Actions

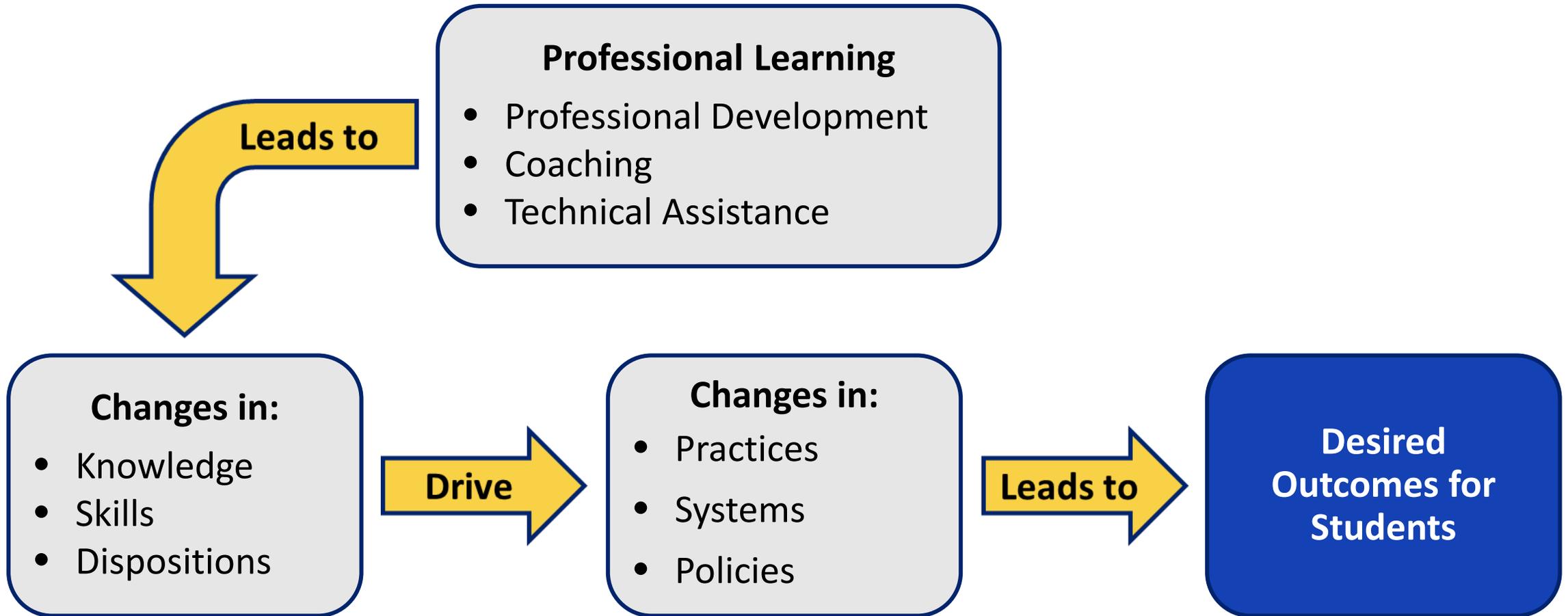
Answer questions 4–6

4. What knowledge or skills do people need before their practices will change?
5. What activities need to be performed to cause and enable that learning?
6. What resources will be required?

Putting It All Together to Create a Pathway for Change



Systemic Improvement Through the Pathway for Change



The Office of Special Education (OSE) Partnership Pathway for Change Logic Model Template

Educational Organization (EO)



Pathway for Change Template

Component	Question Prompt
Current State	<i>What is the current situation we want to impact?</i>
Supporting Data	<i>What are the data that support a need for improvement?</i>
Long-Term Goal Statement (intended results for students)	<i>What will it look like when we achieve the desired situation or outcome?</i>

Pathway for Change Logic Model-Prompts

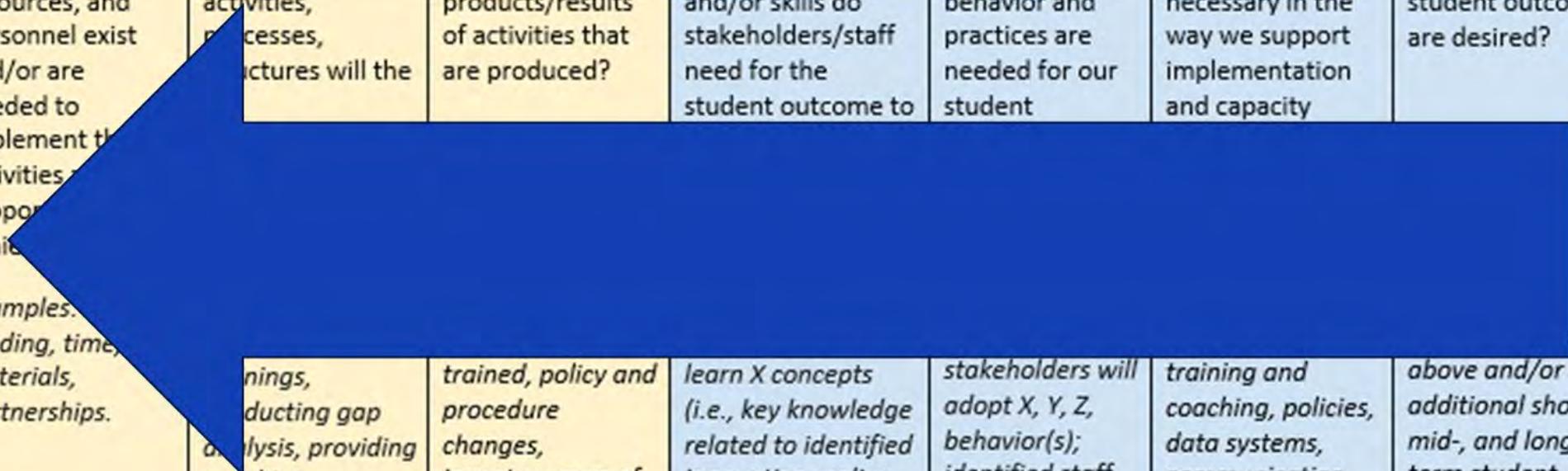
Resources and Personnel	Activities	Outputs	Learning Outcomes (Change in Knowledge)	Practice Outcomes (Change in Practice)	Systems Outcomes (Change in System)	Student Outcomes (Goal Statement)
What assets, resources, and personnel exist and/or are needed to implement the activities and support goal achievement?	What specific activities, processes, structures will the EO staff/leadership complete to support goal achievement?	What are the products/results of activities that are produced?	What knowledge and/or skills do stakeholders/staff need for the student outcome to be achieved?	What adult behavior and practices are needed for our student outcome to be achieved?	What changes are necessary in the way we support implementation and capacity building for our student outcome to be achieved?	What change(s) in student outcomes are desired?

Begin with the End in Mind

What outcomes do you want to achieve?



Resources and Personnel	Activities	Outputs	Learning Outcomes (Change in Knowledge)	Practice Outcomes (Change in Practice)	Systems Outcomes (Change in System)	Student Outcomes (Goal Statement)
What assets, resources, and personnel exist and/or are needed to implement the activities and support the achievement of the goal?	What specific activities, processes, and structures will the organization use to achieve the goal?	What are the products/results of activities that are produced?	What knowledge and/or skills do stakeholders/staff need for the student outcome to be achieved?	What adult behavior and practices are needed for our student to achieve the goal?	What changes are necessary in the way we support implementation and capacity building to achieve the goal?	What change(s) in student outcomes are desired?
<i>Examples: funding, time, materials, partnerships.</i>	<i>conducting gap analysis, providing coaching, determining a process.</i>	<i>trained, policy and procedure changes, inventory map of practices, handbook.</i>	<i>learn X concepts (i.e., key knowledge related to identified innovation, policy, procedure).</i>	<i>stakeholders will adopt X, Y, Z, behavior(s); identified staff will demonstrate fluency with X practice.</i>	<i>training and coaching, policies, data systems, communication, etc.</i>	<i>above and/or add additional short-, mid-, and long-term student outcomes here.</i>





Activity Slide



- Use your responses from the 6 Planning Questions handout to fill out a Pathway for Change.
- Begin with the columns on the right (outcomes) and work your way to the left (actions).

Look for Alignment



- Check that the identified activities and outputs will address the reason for classification and lead to the desired outcomes, including:
 - Learning and practice outcomes
 - System outcomes
 - Student outcomes
- Check that the learning outcomes support the practice outcomes
- Check that you have the resources needed to accomplish the activities

Family Engagement

How Will You Engage Families in Your Pathway for Change?



- How do you ensure families understand how NYSAA impacts diploma and post-secondary options?
- How do you involve families in the decision-making process?
- How will you involve families in addressing the root cause you identified?

NYSAA Family Engagement Resources



- Parent Centers NYSAA FAQ
- Start with the End in Mind
- Family Expectations and Knowledge of NYSAA Questionnaire
- Reasons Why Students with Disabilities Should Take State Tests
- NYSAA Parent Guide 2025
- Parent Notification Sample Letter

Implementation and Evaluation

Who Will Do What and When Will They Do It?



- Look at the Processes/Activities column on your Pathway for Change.
- Who is responsible for doing each activity?
- When will they do it?

Evaluating Outcomes

Evaluation Questions	Data Sources	Data Collection Methods	Responsible Party	Collection Schedule
<p>How will you know that the activities you selected will lead to improved outcomes for students?</p> <p>What are the steps you need to take to get to your long-term goal (student outcome)?</p>	<p>What do you need to collect so you know the activity or goal is achieved?</p>	<p>How are you going to collect it?</p> <p><i>Examples: questionnaire, survey, checklist, observation, interviews, focus groups, student records, etc.</i></p>	<p>Who will be responsible for collecting data and/or reporting data?</p>	<p>Date(s) of when data is collected?</p>

Exit Ticket



What is one action step you will take prior to our next session?

Questions and Answers



Looking Ahead

What to Expect

- Phase 4: Evaluate and Sustain



References (1 of 2)

- Fergus, E. (2016). *Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and minds*. Corwin Press.
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Contact Us

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Office of Special Education
Educational Partnership
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Technical Assistance Partnership
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