Improving Results

What does it Require of States, Districts, and Schools?
Agenda

• Setting the Stage: Results-Driven Accountability
  – Stephanie Jackson, National Center for Systemic Improvement (NCSI)

• School Level Implementation: Lessons Learned
  – Teri Marx, National Center on Intensive Intervention (NCII)

• District Level Support
  – Leslie Anderson, Bristol Warren Regional School District

• State Level Perspective
  – J. David Sienko, Rhode Island Department of Education (RIDE)

• Federal Perspective
  – Lou Danielson, NCSI, NCII, and CEEDAR
Results-Driven Accountability (RDA)

Setting the Stage
RDA: Vision

All components of an accountability system will be aligned in a manner that best support states in improving results for infants, toddlers, children, and youth with disabilities and their families.

*Shift from Compliance to*  
*Results + Compliance*
## State Systemic Improvement Plan (SSIP)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I Analysis</strong></td>
<td><strong>Phase II Plan</strong></td>
<td><strong>Phase III Evaluation</strong></td>
</tr>
<tr>
<td>Data analysis</td>
<td>Multiyear plan addressing:</td>
<td>Reporting on progress including:</td>
</tr>
<tr>
<td>Infrastructure analysis</td>
<td>• Infrastructure development</td>
<td>• Results of ongoing evaluation</td>
</tr>
<tr>
<td>State-identified measurable result</td>
<td>• Support early intervening services program and local education agencies in implementing evidence-based practices</td>
<td>• Extent of progress</td>
</tr>
<tr>
<td>Coherent improvement strategies</td>
<td>• Evaluation plan</td>
<td>• Revisions to the State Performance Plan</td>
</tr>
<tr>
<td>Theory of action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Slide from: OSEP Slides to Explain Results Driven Accountability (RDA) Retrieved from [OSEP RDA Website](https://osep.rda.gov)
State-identified Measurable Result(s)

- State-identified Measurable Result(s) (SiMR)
  - A child-level (or family-level, for Part C) outcome
  - Not a process or system result
  - May be a single result or a cluster of related results

- Identified based on analysis of data
Where are States Focusing?
Part B

<table>
<thead>
<tr>
<th>SiMR Focus Area</th>
<th># States/Territories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Math</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics Only</td>
<td>7</td>
</tr>
<tr>
<td>Reading Only</td>
<td>34</td>
</tr>
<tr>
<td>Early Childhood Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Graduation</td>
<td>13</td>
</tr>
<tr>
<td>Post-School Outcomes</td>
<td>2</td>
</tr>
</tbody>
</table>
Next Steps in RDA

• **Phase II:**
  - Infrastructure development
  - Implementation of evidence-based practices (EBPs)
  - Evaluation planning

• **Phase III**
  - Getting the work done and evaluating results!
National Center on Intensive Intervention (NCII)

Interactive DBI Process

**Intensive intervention** helps students with severe and persistent learning or behavioral needs. The Center’s approach to intensive intervention is **data-based individualization (DBI)**.

**What is DBI?**

DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Click on the components in the graphic to learn more about the steps in the DBI process and find relevant resources.

---

**The NCII Newsletter**

Sign up for our newsletter and updates!

See us on: [YouTube] [Twitter]

**Sample Lessons to Support Instruction**

NCII has developed a series of sample lessons and activities for **reading**, **math**, and **behavior** to support educators working with students with intensive needs. Activities, supplemental materials, and lesson guidance are included for each guide.

View the sample lessons.
Multi-tiered Systems of Support (MTSS)

- **Universal Level of Prevention**
- **Targeted Level of Prevention**
- **Intensive Intervention**

- **Students with disabilities**
  Receive services at all levels, according to need, including intensive intervention.
NCII’s Mission is…

…to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs.
What is intensive intervention?

**Intensive intervention** is designed to address severe and persistent learning or behavior difficulties. Intensive interventions should be—

(a) Driven by data

(b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports
Who needs Intensive Intervention?

- Students with disabilities who are not making adequate progress in their current instructional program.

- Students who present with very low academic achievement and/or high-intensity or high-frequency behavior problems (typically those with disabilities).

- Students in a tiered intervention system who have not responded to secondary intervention programs delivered with fidelity.
DBI: Integrating data-based decision-making across academics and social behavior
## Essential Elements

<table>
<thead>
<tr>
<th>Nonnegotiables</th>
<th>Negotiables</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Commitment</strong></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Specific intervention staff involved (e.g., reading specialists, social workers)</td>
</tr>
<tr>
<td>Intervention staff</td>
<td></td>
</tr>
<tr>
<td>Special educators</td>
<td></td>
</tr>
<tr>
<td><strong>Student Intervention Planning Meetings</strong></td>
<td></td>
</tr>
<tr>
<td>Data-driven</td>
<td>Frequency</td>
</tr>
<tr>
<td>Time to meet</td>
<td>Schedule</td>
</tr>
<tr>
<td>Structure</td>
<td>Team members</td>
</tr>
<tr>
<td><strong>Progress Monitoring Data for Intensive Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>Valid, reliable tool</td>
<td>Choice of tool</td>
</tr>
<tr>
<td>Graph(s) of data</td>
<td>Use of progress monitoring data at other tiers</td>
</tr>
<tr>
<td>Collection at regular intervals</td>
<td></td>
</tr>
<tr>
<td><strong>Student Plans</strong></td>
<td></td>
</tr>
<tr>
<td>Accurate student data</td>
<td>Content area(s)</td>
</tr>
<tr>
<td>Measurable goals for the intervention</td>
<td>Number of student plans</td>
</tr>
<tr>
<td>Timeline for executing and revisiting the intervention plan</td>
<td>Grade level(s)</td>
</tr>
<tr>
<td><strong>Students With Disabilities</strong></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities must have access to intensive intervention</td>
<td>Who delivers intervention for students with disabilities</td>
</tr>
<tr>
<td></td>
<td>Inclusion of students without disabilities</td>
</tr>
</tbody>
</table>
What Works: Intensive Intervention
Aligned IEPs

• Use progress monitoring data to design IEP goals and objectives.

• Focus on the outcome rather than the intervention/curriculum/instructional practice when writing IEP goals.
Lessons Learned
Capacity and Sustainability

• Leadership is KEY
  – When buildings have principal support, teaming structures are improved
  – Ensure professional development for building staff

• Rethinking Internal Capacity
  – Scripts for teams to follow in the event of leadership/staff turnover occurs
  – Building relationships with higher education to support teacher/leader training

• DBI Requires a Culture Shift
District Level Support
What Works?

- Commitment based on clear understanding and acceptance of “non-negotiables”
- Active support of district level leadership (superintendent)
- Active involvement of leadership at the district and school levels
- Alignment of intensive intervention efforts with existing initiatives, including data meetings, etc.
District Level Considerations to Support

- **Professional Development:**
  - Ongoing Multi-Level Professional Development
    - Administrators (Train-the-Trainer)
    - Teachers and Service providers

- **Identifying Funding Sources for:**
  - Substitute Teachers
  - Professional Development

- **Build District-University Partnerships**
Critical Features of DBI Implementation

- Administrative and Staff commitment
- Student meetings and plans
- Advanced training in data interpretation
- Progress-monitoring for intensive intervention
- All students with intensive needs have access to intensive intervention
What Works:
Efficient & Effective Meetings

- Have a specific time to meet and meet frequently.
- Have time for the team to plan (beyond student meetings)
- Follow scripts and have roles
- Use technology to:
  - Collect and easily access student information
  - Show student data to the whole team at once
  - Make the plan-creation process transparent and clear
  - Create calendars
  - Talk through changes to process, etc.
- Encourage parent involvement
- Build capacity
- Integrate DBI meeting process into formal IEP meetings
Implementation Examples

**School A**
- Building Leadership “buy in”/participation
- Vocal teachers
- Full participation by teachers
- Understanding of the “work” and rolling up their sleeves

**School B**
- 2 years with no leadership “buy in”
- Teachers generally passive “just tell me what to do and I’ll do it”
- Looking to others for answers

It needs to be understood that even with procedures and protocols, this is labor intensive and requires expertise!
Training Teachers to Support Capacity

- Pre-service training generally does not focus on training teachers to implement meaningful individualization
- Teachers need more professional development about the “Truths/Myths” of progress monitoring
- Teachers need permission to progress monitor at a child’s *instructional* level
**Example IEP Goal**

**Goal:** Andrew will improve his reading skills to 40 cwpm on WIF by the June reporting period. Achievement of this goal will be determined by averaging his final three WIF scores.

**Short-Term Objectives**

- Andrew will improve his reading skills to 22 cwpm by the December reporting period. Achievement of this objective will be determined by averaging his final three WIF scores of the grading period.
- Andrew will improve his reading skills to 31 cwpm by the April reporting period. Achievement of this objective will be determined by averaging his final three WIF scores of the grading period.

This slide is from Module 4 in the DBI Training Series on the NCII Website.
State Level Perspective

RDA: A Convergence of Opportunity
Rhode Island’s Story
RDA in Rhode Island

• Phase I & II

– Process lead to the identification of math performance for African American and Hispanic students with Specific Learning Disabilities (SLD) particularly in urban settings
– SiMR focused on improving performance on state assessment in math with targeted intervention utilizing a DBI approach within an MTSS framework
Rhode Island Approach to SSIP Implementation

Changes in Adult Behavior & School Practices

Improved Student Results

State & District Data Analysis

Targeted Interventions

Targeted Investments
How Did We Get Here…

Emerging experiences with training and technical assistance

State Personnel Development Grant (SPDG)

• Focused on MTSS
• Merged the PBIS and RTI training activities into one system of professional learning and technical assistance
• Three year cohort model with in-school coaching
• Deep involvement in 22 schools
• Built on previous positive experience of PBIS and RTI
• Partnership with our Parent Training and Information Center (PTIC) educating parents about MTSS
How Did We Get Here…

– NCII

» Provided intervention in 4 districts
» State contributed coaches (state staff and consultants)
» Two districts have remained fully participating
» LEA Changes in Adult Behavior and Practices
» LEA-initiated professional development
» Changes in LEA culture and practices
How Did We Get Here…

—Statewide Systems of Support Team
  »Composed of project leads and higher education faculty
    • Included Social Emotional Learning (SEL) connections and secondary math RTI
  »Connecting the experience from the field with pre-service training
Comprehensive Needs Assessment

• Surveyed special education teachers, administrators, and related service personnel
  – In the context of RDA, what are we doing that helps, what should we be doing more of, what can we stop?
  – Results:
    » Less emphasis on forms, procedures, compliance
    » More focus on instructional & SEL intervention

• Moved away from “compliance-only” work
No New $$$ for RDA

- Collectively this requires difficult choices
  - Shifted previous funds for technical assistance focused on forms, procedures, compliance to instructional level interventions
    » New RFP to provide technical assistance to schools in math intervention utilizing:
      • MTSS approach
      • DBI tools and practices
      • Empowering school leadership teams
      • Training and coaching
      • Over a period of years
    » Additional opportunity to partner with CEEDAR
      • Take the classroom experiences in the DBI Math Intervention initiative to influence pre-service training collaboration with recent program completers in schools
Lessons Learned

• Capitalizing on experience of previous training investments
• Converging of opportunities
• Keeping state level staff close to the school intervention work
• Having the courage to shift away from the fear of compliance toward the excitement of instructional intervention
• Support RDA with words AND resources
• Place trust in our LEA and PTIC partners
• Prepare for the retrofitting of the special education industry
Federal Perspective
Technical Assistance and Dissemination
OSEP’S Technical Assistance and Dissemination Network

- [https://www.osepideasthatwork.org/find-center-or-grant/find-a-center](https://www.osepideasthatwork.org/find-center-or-grant/find-a-center)
- There are multiple TA Centers that provide support to states in the various areas where they are focusing their SiMRs
Levels of TA

**UNIVERSAL**
- Resources available on websites
- Webinars

**TARGETED**
- Presentations or training events
- Support readiness for future cohorts

**INTENSIVE**
- Ongoing assistance that is focused around implementation efforts related to a TA Center’s scope of work
The Next 5 Years of NCII

*Support the RDA work, particularly in reading, mathematics, and behavior*

**Universal TA:**
- Continue to expand the resources available on the NCII website

**Targeted TA:**
- Keynote and invited presentations
- Conference or PD sessions
- Articles and book chapters

**Intensive TA:**
- Work with SEAs and LEAs to provide ongoing training and support
- Collaborate with Institutions of Higher Education
- DBI modules
- Booster trainings requested by districts
- Fidelity Checks
- Case Examples
The NCSI Charge

- Provide states with technical assistance (TA) to build capacity around improved outcomes for children with disabilities.

- Play a major role in helping states achieve a national vision of RDA for special education and early intervention programs.
Learning Collaboratives

• A Learning Collaborative is a network of shared leadership and peer support designed to enable participants to:
  – identify issues and opportunities in improving outcomes for children with disabilities from cradle to career
  – joint /self reflection, feedback, problem-solving, support

• Engage in professional learning and growth to build statewide capacity in foundational areas:
  – Data Use
  – Knowledge Utilization
  – Systems Change
  – Communication & Collaboration
CEEDAR’s Mission

• To create *aligned* professional learning systems that provide teachers and leaders effective *opportunities to learn* how to improve and support core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career readiness standards.
Facilitate partnerships among SEAs, IHEs (and other training programs), and LEAs to rethink education.
Guiding Questions for Higher Education Partners

**Implications for Preparation of General Educators:**
- Do our candidates understand the high-leverage and evidence-based practices required to *effectively* instruct students at the core?
- Do they know how to determine if students are responding to instruction?
- Do they have ample opportunity to practice?

**Implications for Preparation of Special Educators:**
- Do our candidates understand how to monitor student progress in order to intensify and individualize instruction?
- Do they have ample opportunity to practice?

**Implications for Preparation of Leaders:**
- Do our candidates know how to support all educators with analyzing student-level data?
- Do our candidates understand the roles of educators within a MTSS framework?
- Do they have ample opportunity to practice?
Practice-Based Opportunities

Learning to Teach
Practice-Based Preparation in Teacher Education

From School to Federal Level: Lessons Learned

- Commitment
- Readiness
- Alignment of Efforts
- Monitoring and Compliance vs. Implementation of EBPs to Improve Outcomes

National Center on INTENSIVE INTERVENTION
at American Institutes for Research
Questions?
NCII Disclaimer

This presentation was produced under the U.S. Department of Education, Office of Special Education Programs, Award No. H326Q110005. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this website is intended or should be inferred.
NCSI Disclaimer

This NCSI content was produced under U.S. Department of Education, Office of Special Education Programs contract No. H326R140006. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned on this website is intended or should be inferred.
CEEDAR Disclaimer

This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A120003. Bonnie Jones and David Guardino serve as the project officers. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.
Primary Contact: Teri Marx, PhD
202-403-5948
tmarx@air.org

1000 Thomas Jefferson St., NW
Washington, DC 20007
www.air.org