

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*

Slide from: OSEP Slides to Explain Results Driven Accountability (RDA) Retrieved from [OSEP RDA Website](#)

State Systemic Improvement Plan (SSIP)

| Year 1—FFY 2013 Delivered by April 2015 | Year 2—FFY 2014 Delivered by April 2016 | Years 3–6—FFY 2015–18 Feb. 2017–Feb. 2020 |
|--|---|--|
| Phase I Analysis | Phase II Plan | Phase III Evaluation |
| <ul style="list-style-type: none"> ▪ Data analysis ▪ Infrastructure analysis ▪ State-identified measureable result ▪ Coherent improvement strategies ▪ Theory of action | <ul style="list-style-type: none"> ▪ Multiyear plan addressing: <ul style="list-style-type: none"> • Infrastructure development • Support early intervening services program and local education agencies in implementing evidence-based practices • Evaluation plan | <ul style="list-style-type: none"> ▪ Reporting on progress including: <ul style="list-style-type: none"> • Results of ongoing evaluation • Extent of progress ▪ Revisions to the State Performance Plan |

Slide from: OSEP Slides to Explain Results Driven Accountability (RDA) Retrieved from [OSEP RDA Website](#)

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

| SiMR Focus Area | # States/Territories |
|--------------------------|----------------------|
| Reading and Math | 2 |
| Mathematics Only | 7 |
| Reading Only | 34 |
| Early Childhood Outcomes | 2 |
| Graduation | 13 |
| Post-School Outcomes | 2 |

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!



School Level Considerations

Lessons Learned

National Center on Intensive Intervention (NCII)

National Center on **INTENSIVE INTERVENTION**

at American Institutes for Research ■

Coaches' Corner

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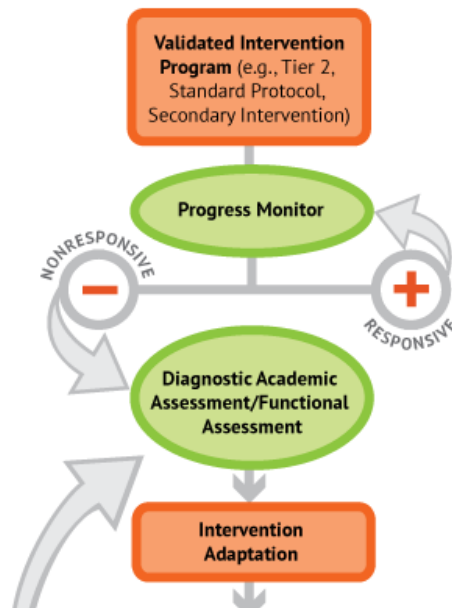
Interactive DBI Process

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



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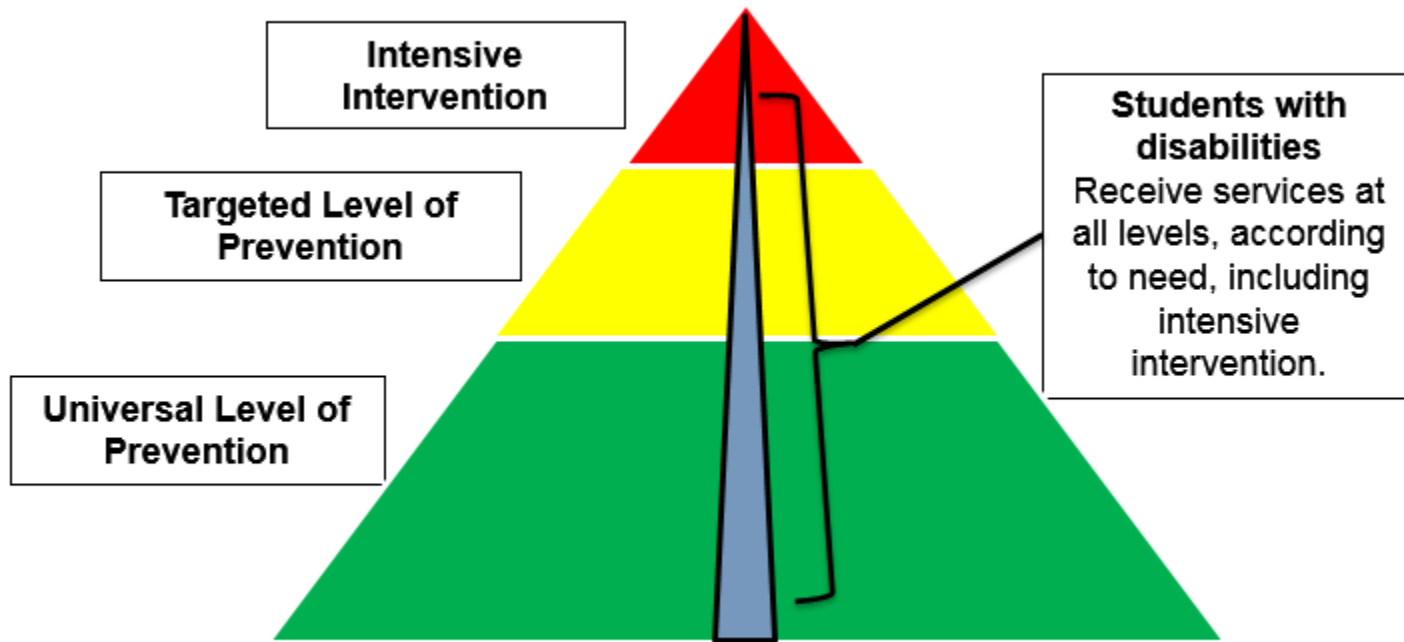


Sample Lessons to Support Instruction

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)



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—

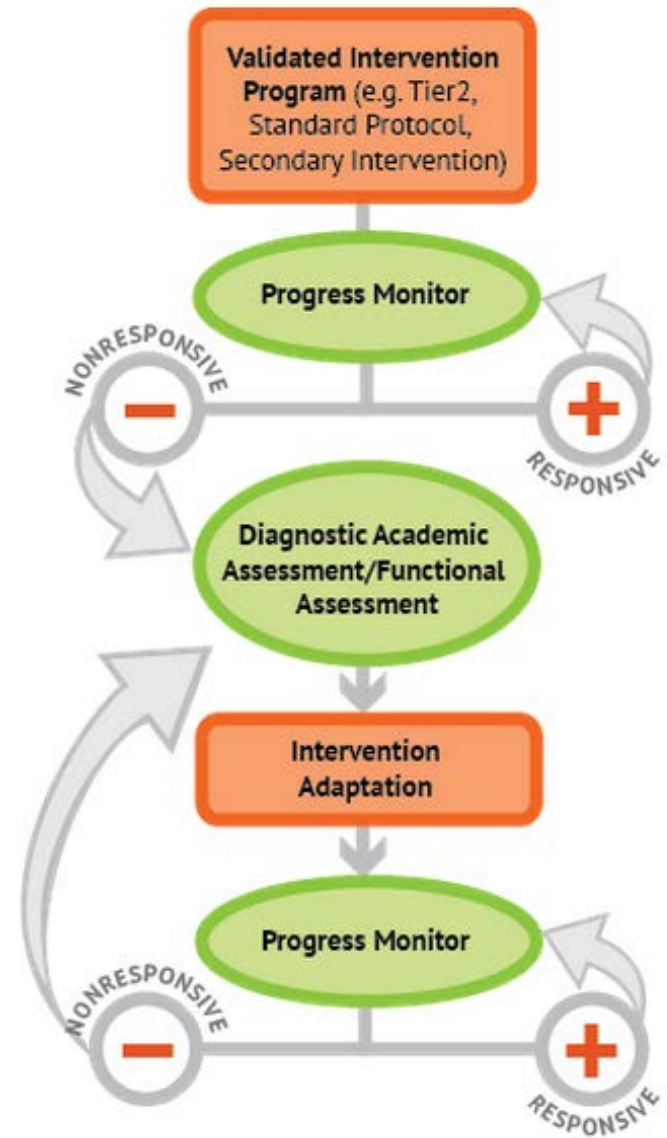
- (a) Driven by data
- (b) Characterized by increased intensity (e.g., smaller group, expanded time) and individualization of academic instruction and/or behavioral supports

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

| Nonnegotiables | Negotiables |
|---|--|
| Staff Commitment | |
| <ul style="list-style-type: none"> Principal Intervention staff Special educators | Specific intervention staff involved (e.g., reading specialists, social workers) |
| Student Intervention Planning Meetings | |
| <ul style="list-style-type: none"> Data-driven Time to meet Structure | <ul style="list-style-type: none"> Frequency Schedule Team members |
| Progress Monitoring Data for Intensive Intervention | |
| <ul style="list-style-type: none"> Valid, reliable tool Graph(s) of data Collection at regular intervals | <ul style="list-style-type: none"> Choice of tool Use of progress monitoring data at other tiers |
| Student Plans | |
| <ul style="list-style-type: none"> Accurate student data Measurable goals for the intervention Timeline for executing and revisiting the intervention plan | <ul style="list-style-type: none"> Content area(s) Number of student plans Grade level(s) |
| Students With Disabilities | |
| Students with disabilities must have access to intensive intervention | <ul style="list-style-type: none"> Who delivers intervention for students with disabilities Inclusion of students without disabilities |

What Works: Intensive Intervention Aligned IEPs

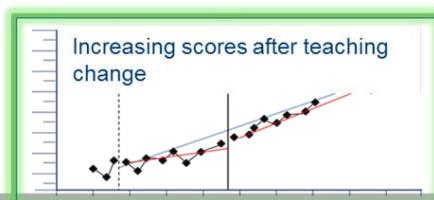
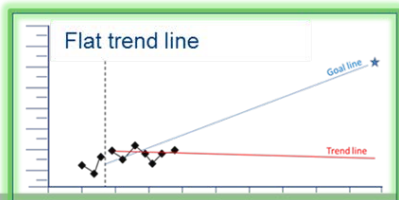
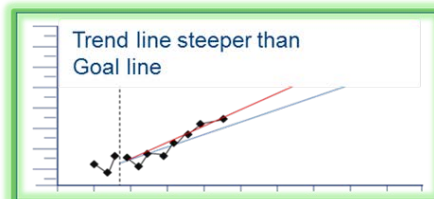
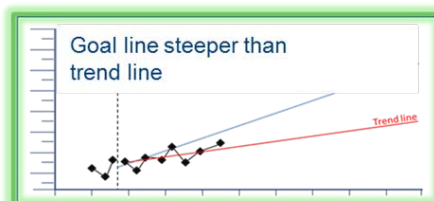
- Use progress monitoring data to design IEP goals and objectives.
- Focus on the **outcome** rather than the intervention/curriculum/instructional practice when writing IEP goals.

Lessons Learned *Implementation*

Handout 5: Sample Progress Monitoring Meeting Note-Taking Template

(DATE)

| Meeting Attendees | |
|-----------------------|--|
| Facilitator | |
| Intervention Provider | |
| Time-Keeper | |
| Scribe | |
| Note-Taker | |
| Other Attendees | |
| | |
| | |
| | |
| | |



1. Summarize Student Plan and Discuss Implementation of Plan

Student:

Intervention Provider:

Summary of Student Plan

Note: You may choose to attach or refer to the plan from the previous meeting.

Ask Clarifying Questions to Create Hypothesis

Question Bank

Purpose: The team asks clarifying questions in order to analyze the data and develop a hypothesis for why the student is responding insufficiently

Consider the Tier 2 intervention

- Did the student receive the Tier 2 intervention?
 - Was the Tier 2 intervention evidence-based?
 - Was the Tier 2 intervention an appropriate fit for the student?
 - Was the intervention delivered with fidelity? (Did any factors prevent the student from receiving the intervention as intended?)
 - How frequently and by whom was it delivered?

Consider student needs and background information

- Does the student have an IEP? Is the student an English language learner?
 - If so, be sure the team is aware of the student's accommodations and present levels.
- Has the teacher communicated with the student's previous teachers and parents to get a better sense of his/her performance?
- What previous interventions or supports has the student received? How has he/she responded to these interventions or supports?
- Does the data warrant a referral to special education, given the district's policies?

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



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

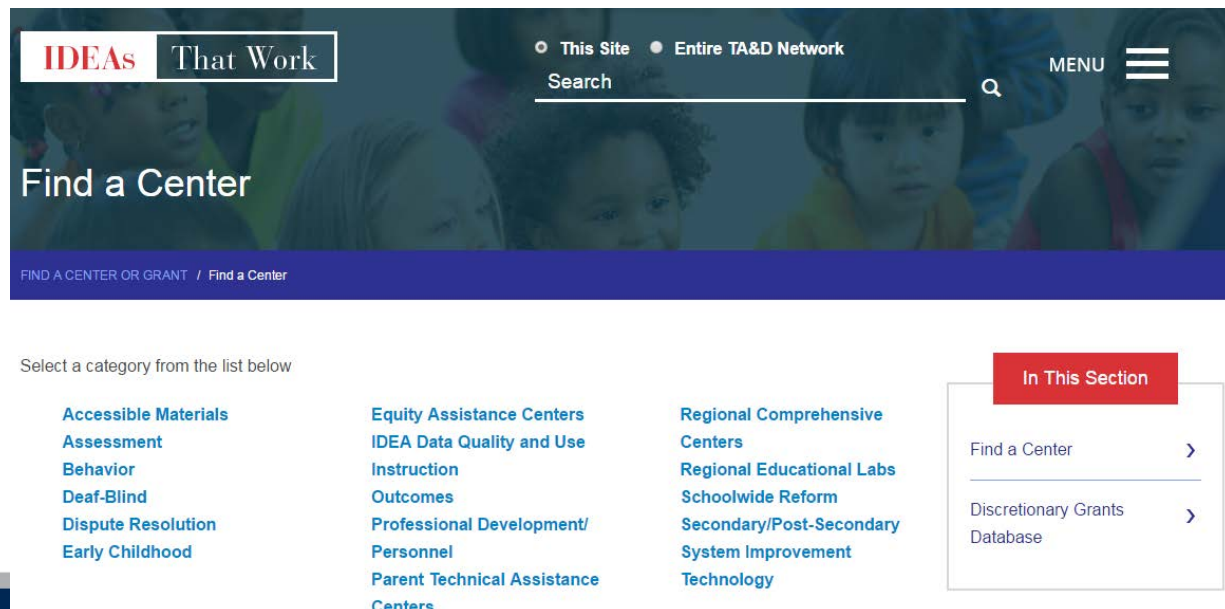
- Capitalizing on experience of previous training investments
- Converging of opportunities
- Keeping state level staff close to the school intervention work
- Having the courage to shift away from the fear of compliance toward the excitement of instructional intervention
- Support RDA with words AND 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>
- There are multiple TA Centers that provide support to states in the various areas where they are focusing their SiMRs



IDEAS That Work

○ This Site ● Entire TA&D Network

Search

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Find a Center

FIND A CENTER OR GRANT / Find a Center

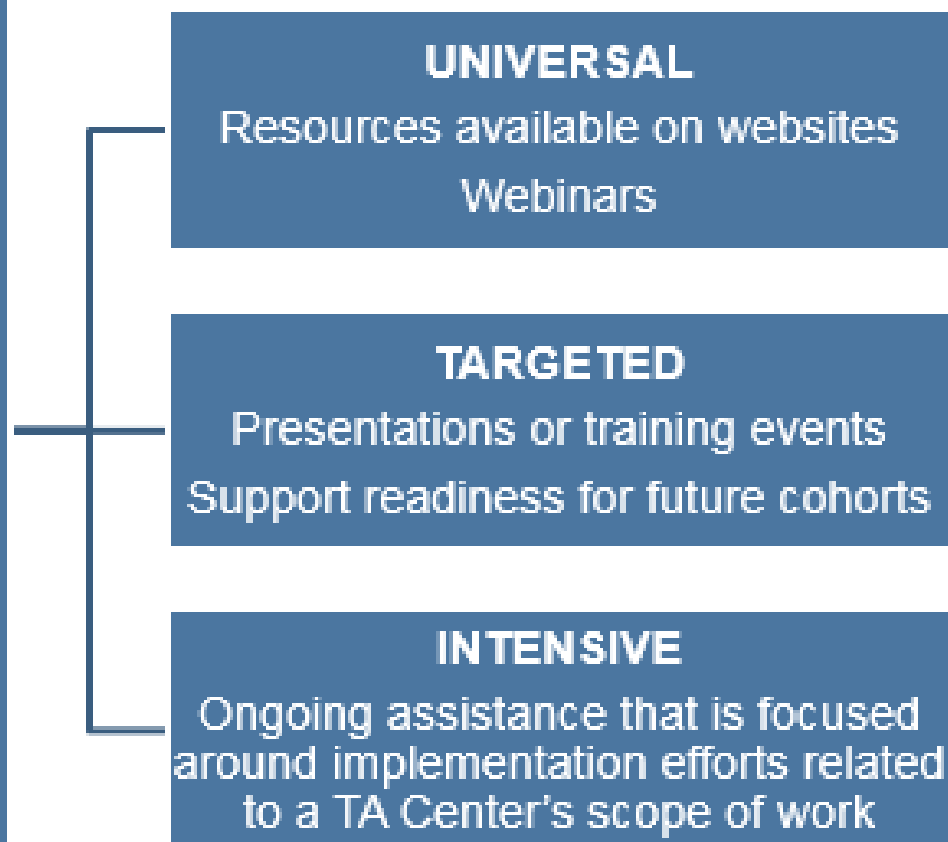
Select a category from the list below

| | | |
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| Accessible Materials | Equity Assistance Centers | Regional Comprehensive Centers |
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| Behavior | Instruction | Schoolwide Reform |
| Deaf-Blind | Outcomes | Secondary/Post-Secondary |
| Dispute Resolution | Professional Development/ Personnel | System Improvement |
| Early Childhood | Parent Technical Assistance Centers | Technology |

In This Section

- [Find a Center](#)
- [Discretionary Grants Database](#)

Levels of TA



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

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

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

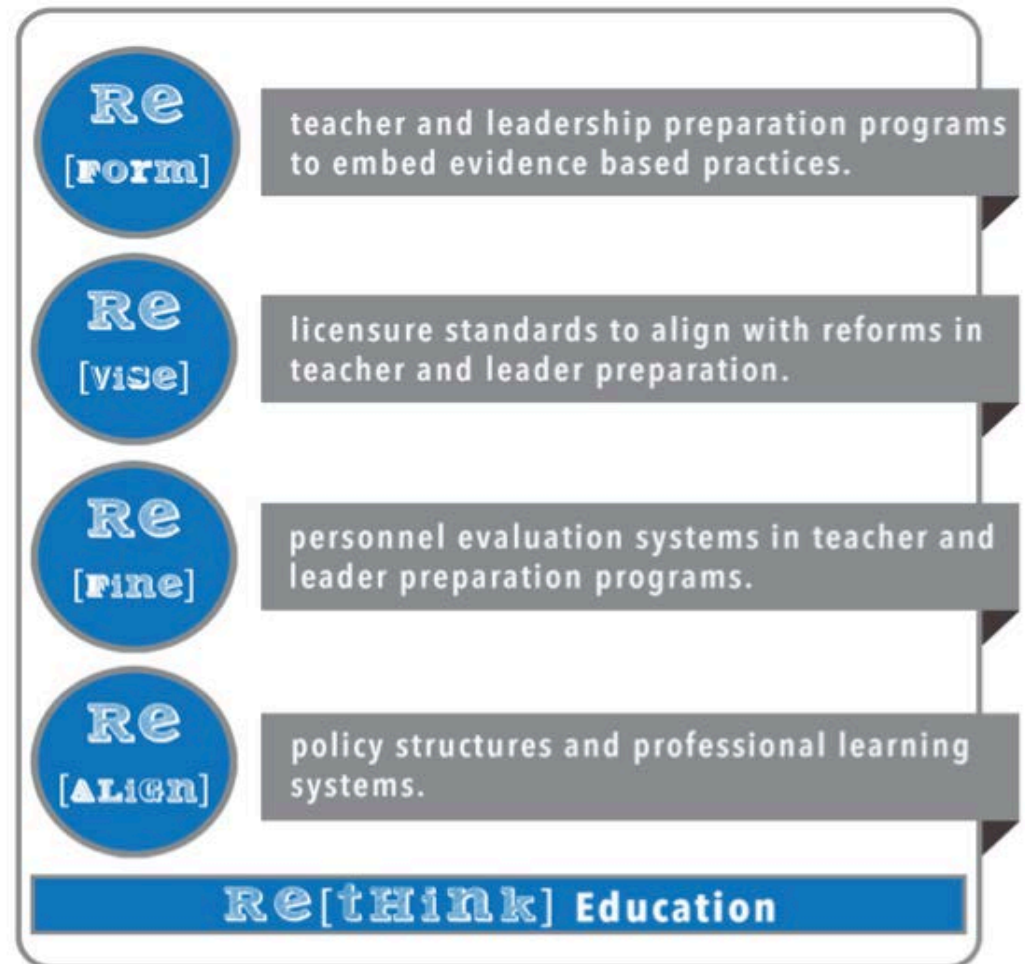
CEEDAR's Mission

- 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.



Fundamentals of Our Approach

✧ 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?

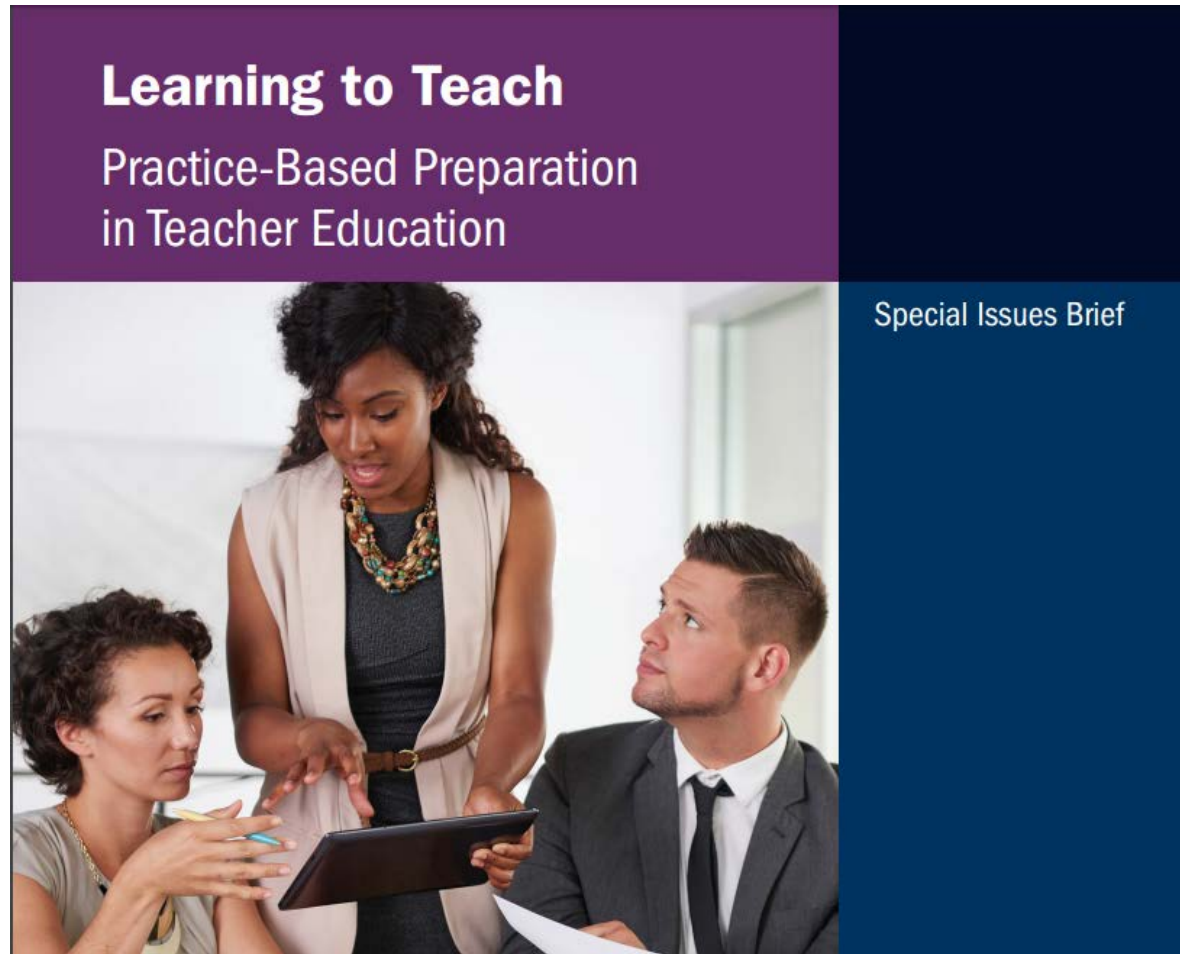
Implications for Preparation of Special Educators:

- 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



http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf

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
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Questions?



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