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NETWORKER

Connecting you with updates and resources to help drive results for children with disabilities.

The National Center for Systemic Improvement (NCSI) aims to help states transform their systems and support their districts and local early intervention service programs in improving educational results and functional outcomes for infants and toddlers with disabilities and their families, and children and youth with disabilities. Keep up to date with recent products, webinars, resources, and announcements at www.ncsi.wested.org or by following NCSI on Twitter at [@TheNCSI](https://twitter.com/TheNCSI).

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TA in Action

Math Cross State Learning Collaborative Implements a Book Study to Explore Math Practices

Maryland, Puerto Rico, Rhode Island, Utah, and Vermont state team members and NCSI staff read and actively participated in a virtual book study as part of the Math Cross State Learning Collaborative. One of the goals of the book study was to provide state team members with experience and resources to apply professional learning opportunities across their states. The group selected the book, ***Solving for Why: Understanding, Assessing, and Teaching Students Who Struggle with Math*** by Dr. John Tapper because it met the needs of states with both an elementary and secondary focus and blended current research with practical applications of instructional and assessment practices. The group met about once a month for the past four months to discuss the book. Team members used guiding questions to facilitate the conversation and to explore how they could implement the information in the text within their state's current context. At one of the monthly sessions, team members discussed the ideas covered in the book and how they could meet the vast needs across the five states with the book's author, as Maryland had worked with him previously. The participating states reported that they enjoyed the book study as a way to explore new content and consider ways it could apply within their context and would like to continue with other articles or books for the future. In addition, Utah is using a similar approach to actively engage parents through a virtual book study. Are you interested in learning more about how you can use a book study to support professional learning in your state? Contact Kathleen Pfannenstiel at kpfannestiel@air.org.

NCSI Can Help Support Engaging Parents and Families

Are you struggling to engage parents and families? Would you like help reaching out to your local Parent Training and Information (PTI) Centers and Community Parent Resource Centers (CPRCs) about your State Systemic Improvement Plan (SSIP)? NCSI's staff includes representatives from the Regional Parent Technical Assistance Centers (RPTACs) and the Center for Parent Information and Resources (CPIR) who bring expertise on a wide range of issues. The RPTAC and CPIR leaders work with parent center staff to increase the knowledge and capacity of parents across the country. For example, they have supported the development of parents as leaders who can make a difference in their community by serving as members of a decision-making group, such as an SSIP team. You can learn more about the Serving on Groups training—which statewide agencies, school representatives, and family members developed collaboratively — by visiting <http://www.servingongroups.org/>. In addition, many parent center staff were early contributors to the development of the [Leading by Convening](#) (LbC) approach to authentic stakeholder engagement and they have been offering extensive training on LbC throughout the vast parent center network across the country. They have even translated key sections and learning

activities from LbC into Spanish! NCSI staff will be at upcoming RPTAC regional events talking about stakeholder engagement. Learn more about each RPTAC on [CPIR's website](#) and contact debra.jennings@spannj.org if you would like help connecting to one of our great NCSI/PTAC representatives.

Do you have a TA question? Don't forget that you can submit a question to [Ask the NCSI](#) or your TA Facilitator, or contact NCSI at NCSI@wested.org or 866-664-8471.

NCSI Products and Tools

NCSI's service area teams have continued to develop resources and supports to assist states as they move into SSIP Phase III.

NCSI Introduces a New Resource Library

In an effort to make it easier to find the tools and resources to support Phase III implementation, NCSI has developed a new searchable resource library that houses all of the tools, products, webinars, and presentations that NCSI has developed during the past three years. You can filter by topic areas, content, resource type, and more to find the resources you need. View the new resource library [here](#) or find it under the resource tab on the [NCSI website](#). Having problems finding what you need? Use a key word search or reach out to us at NCSI@wested.org.

Infographic Featuring Evidence-Based Social Emotional Practices



The Knowledge Utilization Team and the Social and Emotional Outcomes Cross-State Learning Collaborative created this resource for states to share with their local early intervention providers to support relationship-based practice. It highlights simple ways that providers can support the parent-child relationship, which in turn will help support the child's social and emotional development. [View the infographic here.](#)

Effective Coaching Practices: An Overview

NCSI's Systems Change Team has developed a series of resources related to coaching. One of the recent products includes a short overview of effective coaching practices, specifically alliance. Alliance is the relationship between teachers and coaches. The document highlights the three factors that shape alliance (interpersonal skills, collaboration, and expertise) and strategies that can build alliance aligned to each factor. View the [overview](#) and find additional coaching resources on the [NCSI website](#).

Mark Your Calendars



- [OSEP Leadership Conference, July 17–19, 2017, Arlington VA](#)
- Pacific/Caribbean/BIE Technical Assistance Meeting, July 19–20, 2017, Arlington VA
- [OSEP Symposium: Displaying our Data - Conveying Our Stories, rescheduled to September 13, 2017, 1:30 p.m. to 3:30 p.m. ET](#)
- [Division for Early Childhood's 33rd Annual International Conference on Young Children with Special Needs and Their Families, October 4–6, 2017, Portland, OR](#)
- [NASDSE Regional Conference, October 14–16, 2017, Portland OR](#)
- [28th Annual CASE Fall Conference, November 1–3, 2017, Reno, NV](#)

State Spotlights

Many states have questions about data use and measuring progress. This series of spotlights highlights challenges that states are

facing and provides examples of how different states are addressing them.

Can a categorical approach to data analysis create opportunities for schools to improve instructional decisions and receive tailored supports?

Similar to many states, the Louisiana Department of Education (LDOE) does not mandate the use of specific literacy screening or progress monitoring tools. LDOE sought a measurement approach that resulted in accurate and reliable information on student progress and outcomes yet respected local control. This [state spotlight](#) presents initial benefits and challenges that LDOE found when using a categorical data analysis approach that could be employed across multiple data types and systems.

How do states improve school and local education agency (LEA) access to and use of data to increase the graduation rates for students with disabilities?

Historically, students with disabilities graduate from high school at lower rates than peers without disabilities. As a result, many students with disabilities also have poorer postsecondary or adult outcomes, such as unemployment or employment in low-paying jobs. This [state spotlight](#) presents strategies the West Virginia Department of Education is using to increase school and LEA access to and awareness of data to make decisions to improve the graduation rate for students with disabilities.

Partner Resources to Support SSIP Implementation

New National Center on Improving Literacy Outcomes

Do you have questions about identifying or using evidence-based approaches to screen, identify, and treat students with literacy-related disabilities, including dyslexia? The new National Center on Improving Literacy (NCIL) is a partnership among literacy experts, researchers, and technical assistance providers at the University of Oregon, Florida State University, and RMC Research funded by the U.S. Department of Education's Office of Elementary and Secondary Education in partnership with the Office of Special Education Programs (OSEP) to address these areas. The Center's website <http://improvingliteracy.org> includes resources for [families](#), [schools and districts](#), and [states](#). Learn more about NCIL and stay up to date with its efforts by following it on [Twitter](#), [Facebook](#), and/or [subscribing to its newsletter](#).

Center for IDEA Fiscal Reporting (CIFR) Releases Crosswalk of Prior and Current Significant Disproportionality Regulations

Are you trying to understand how the new significant disproportionality regulations relate to previous regulations? CIFR has released a crosswalk to provide a quick reference to the changes inherent in the final regulations published on pages 92376 to 92464 of the *Federal Register*, December 19, 2016. [View the crosswalk to learn more](#).

Center for the Integration of IDEA Data (CIID) Releases Three New Resources

CIID recently released three new tools to support states in integrating Individuals with Disabilities Education Act (IDEA) data into statewide longitudinal data systems (SLDS). The [Introduction to Generate Brief](#) provides an overview of a free tool, Generate, designed to automate and simplify EDFacts reporting, provide consistency across SEAs for IDEA data reporting, and produce user-friendly reports to support data use. The [ETL \[Extract, Transform, Load\] Checklist](#), a supplementary resource to the [CIID Data Integration Toolkit](#) (Step 5), presents a template to guide the technical aspects of extracting the data from its source system, making any transformations in the data to help them align with the SLDS, and developing a process of loading the data. The [CIID Annotated Bibliography, Version 3](#), is a recently updated annotated bibliography, provides resources that will inform decision making and give in-depth background information as SEAs undertake the task of IDEA data integration.

Updates from ED

Latest Data from National Longitudinal Transition Study Released

Over several decades, the U.S. Department of Education has been conducting the National Longitudinal Transition Study (NLTS) to examine the characteristics, experiences, and post-high school outcomes of a nationally representative sample of youth with disabilities. The NLTS 2012 is the third iteration of this study and collects information on students ages 13 to 21. For the first time, you are able to compare youth with an IEP to youth without an IEP, including those who receive accommodations through a plan developed under Section 504 of the Rehabilitation Act and those with neither an IEP nor a 504 plan. Two reports are currently available:

- [Preparing for Life after High School: The Characteristics and Experiences of Youth in Special Education. Findings from the NLTS 2012. Volume 1: Comparisons with Other Youth](#)

- [Preparing for Life after High School: The Characteristics and Experiences of Youth in Special Education. Findings from the NLTS 2012 Volume 2: Comparisons across Disability Groups](#)

One additional report will be developed and disseminated during 2017. [Learn more about the study.](#)

Significant Disproportionality (Equity in IDEA) Essential Questions and Answers and a Model State Timeline Available

The U.S. Department of Education released a series of additional resources as follow-up to the [Equity in IDEA final regulation](#). [Essential Questions and Answers](#) provides guidance on the rule, including the standard methodology; remedies; effective and compliance dates; and a glossary of terms. States can use this resource as they begin engaging with stakeholders around the implementation of the final rule. The [Model State Timeline](#) outlines the different streams of work and the timelines that states should consider as they implement the new rule. In addition, two webinars have been delivered on this topic:

- Webinar: [Equity in IDEA 101: Contents of the Final Rule](#)
- Webinar: [Equity in IDEA 201: Implementing the Final Rule](#)

To receive support around this topic, find your IDC Part B Liaison at ideadata.org.

Do you have suggestions for resources or topics that we can cover in the newsletter? Send them to us at NCSI@wested.org.

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