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## NETWORKER

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

We are excited to announce that WestEd and its partners have been re-funded to lead NCSI for the next five years! We will continue to provide customized, needs-driven TA for state education agencies to improve outcomes for students with disabilities. However, as our Part C clients know, we must say a fond farewell to our work with them, as the next iteration of NCSI was not funded by the Office of Special Education Programs (OSEP) to include a role for supporting improved outcomes for infants and toddlers. Be on the lookout soon for more information about the evolution of the work for our Part B colleagues.

Keep up to date with recent products, webinars, resources, and announcements at [www.ncsi.wested.org](http://www.ncsi.wested.org) or by following NCSI on Twitter at [@TheNCSI](https://twitter.com/TheNCSI).

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## TA in Action

### Save the Date & Registration Reminder For NCSI 2.0 in Person Launch Meeting

NCSI will kick off NCSI 2.0 with a face-to-face meeting December 9-11, 2019 in Phoenix Arizona. State Special Education Directors received an invitation from Center Director Rorie Fitzpatrick on October 9, 2019 with a request for registration of state teams by **October 23, 2019**. If you have any questions, please contact your NCSI TA facilitator or [NCSI@wested.org](mailto:NCSI@wested.org).

### By the Numbers: NCSI Technical Assistance to States

It is hard to believe that it has been five years since NCSI started. Over the past 5 years, NCSI has provided targeted or intensive TA to 100% of Part B states and 96% of Part C states to assist states in transforming their systems and improving outcomes for infants, toddlers, children, and youth with disabilities. We have completed more than 1,239 TA requests and developed over 108 products. [Learn more.](#)

*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](mailto:NCSI@wested.org) or 866-664-8471.*

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## Recent NCSI Products and Tools

This collection of resources highlights new products and tools from NCSI.

### IDEA Comprehensive Mobile Tool

This [tool](#) provides quick and easy access to information about IDEA Part B, including Federal statutes and regulations, general supervision and monitoring, public reporting requirements, and more. To download the tool you can simply open your camera, scan the QR code, and add it to the home screen of your mobile device. [Learn more.](#)



### Implementation and Improvement Sciences Infographic

Implementation Science and Improvement Science are widely used approaches to support successful implementation and practice change. This infographic is designed to help you understand the relationships between Implementation Science and Improvement Science by looking at their commonalities and complements. [Learn more.](#)

### Report Focused on Aligning System to Improve Results

As states have leveraged the Every Student Succeeds Act (ESSA) to refine accountability and support systems, schools across the country have been identified as needing Targeted School Improvement (TSI) or Comprehensive School Improvement (CSI). The performance of students with disabilities is a consistent factor in these school designations. So, what can be done about special education student performance? Is it a hopeless, intractable challenge? The good news is no! Strategies do exist and have succeeded. The National Center for Systemic Improvement (NCSI) has been working with states to identify how to make impactful, lasting change. The report, [Conquering intractable challenges: Aligning systems to improve results for students with disabilities](#), highlights a few central themes that have emerged and can support state and local leaders, educators, and stakeholders in figuring out how to improve.

### SSIP Infrastructure Development Planning Tool

The purpose of this tool is to support SEA staff involved in the implementation of their State Systemic Improvement Plan (SSIP) to reflect on the role of infrastructure in their work. It also helps them recognize their current status in relation to each of the implementation drivers and each Implementation Stage through all the phases of their SSIP implementation. This tool includes a rubric and planning tool that allows the team to measure the changes reflected in Competency, Organization, and Leadership Drivers to inform a continuous improvement process that will allow them to create a focus for improvement planning. This tool can be used to measure changes in infrastructure development and practices that will build the sustainability of the SSIP as states scale up from year to year. States can also use the data from this tool to report changes to infrastructure growth and development over time in their subsequent SSIP submissions to OSEP. [Learn more and access the tool.](#)

Do you have questions about using these tools or need support to implement them effectively? Contact us at [NCSI@wested.org](mailto:NCSI@wested.org).

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## Key NCSI Products and Tools

Over the course of the past 5 years, NCSI has developed many tools and resources to support states in developing, implementing, and evaluating their systems to support students and improve outcomes. A sample of some of the key tools are provided below.

### Part B and C Leveraging General Supervision Process Guides

NCSI has developed two process guides to help states and stakeholders leverage their general supervision systems to improve outcomes for infants, toddlers, students, and youth with disabilities and their families. [Click here to view the Part B guide.](#) [Click here to view the Part C guide.](#) Both guides provide a six-step process intended to help teams structure reflection and dialogue about their general supervision

systems.

## Leading by Convening Self-Paced Modules

Stakeholder engagement is critical for effective systems and practice change. This series of [five online learning modules](#) introduce Leading by Convening as a blueprint for authentic stakeholder engagement and provides a deeper dive into coalescing around issues, ensuring relevant participation, doing work together, and reviewing and reflecting on engagement over time. The modules include interactive activities and features, introduce Leading by Convening tools, and are accompanied by a user guide to help facilitators. [View the modules and user guide.](#)

## Wins and Hiccups: A Collaborative Implementation Problem-Solving Guide for SSIP Teams

The purpose of this [tool](#) is to support state teams in implementing the SSIP to consider both their successes and challenges to inform continuous improvement. The tool is framed around the innovation, implementers/stakeholders, organization context, and evaluation of the implementation effort. NCSI also developed a companion tool that summarizes common barriers or hiccups and suggests strategies and resources that can be used to address the challenges. View the [Wins and Hiccups Guide](#) and [companion tool](#).

## Suite of Coaching Resources

NCSI developed a suite of coaching resources, including an effective coaching practices [infographic](#) and [brief](#), a [guide for effective teacher coaching](#), two self-paced training modules ([effective practices for coaches](#) and [monitoring fidelity](#)), and a coaching fidelity [rubric](#) and [worksheet](#).

## Evidence-Based Practices in Early Childhood Resources

NCSI developed a collection of resources to support early childhood educators in understanding evidence, making evidence-based decisions, and finding evidence-based practices. The [Three Circles of Evidence-Based Decision Making in Early Childhood](#) provides an overview and process for integrating information from the best available research with professional and family wisdom and values. The [Best Available Research Evidence \(BARE\)](#) provides an overview of websites and their characteristics that can be used to support the identification of practices that fit within the best available research evidence circle and [Got Evidence - An Animated Video With Some Questions and Answers about Evidence-Based Practices in Early Childhood](#) is a short video that introduces key concepts for professionals and stakeholders to consider as part of selecting best available research. Two webinars review these tools and how to apply them in practice. [View the webinars.](#)

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## State Spotlights

### How do we sustain local data literacy to improve graduation rates for students with disabilities?

In a previous state [data-use spotlight](#), NCSI highlighted the systematic approach used by the Florida Department of Education (FDOE) to build the capacity of local education agencies (LEAs) to use data effectively and the associated rise in the 2016–17 school year (SY) graduation rates of students with disabilities. One year later, the spotlight shows that Florida continues to experience significant gains in the percentage of students with disabilities receiving a traditional diploma. This [updated spotlight](#) highlights how Florida is successfully sustaining local data use capacity and continuing to improve graduation outcomes.

### How do we use Washington State's OSPI Special Education Consistency Index data to increase and sustain early literacy skills by the third grade in pre-K students with disabilities?

The ability to significantly increase and sustain gains in early literacy for students with disabilities and a desire to bridge the gap between compliance and results-driven accountability (RDA) led Washington State to innovate a solution. This state spotlight focuses on Washington's improvement strategy to

address this early literacy challenge using the state's Office of Superintendent of Public Instruction (OSPI) Special Education Consistency Index (SECI). The foundation of the SECI is to measure whether certain requirements—namely, student evaluation, quality of Individualized Education Programs (IEPs), and special education services provided—correlate to improved student outcomes. These SECI data allow schools to measure the degree to which compliance with IDEA requirements for evaluation, IEP development, and service provision is attained and how it relates to student achievement. It is based on the hypothesis that greater compliance with the requirements most closely related to educational results will lead to improved outcomes. [View the spotlight.](#)

If you would like to be spotlighted, contact us at [NCSI@wested.org](mailto:NCSI@wested.org).

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## Updates from ED

### 2019 IDEA Determinations Fact Sheet

In July, the Office of Special Education and Rehabilitative Services (OSERS) released state determinations on implementation of the Individuals with Disabilities Education Act (IDEA) for Part B and Part C for fiscal year 2017. The determinations include meets the requirements, needs assistance, needs intervention, and needs substantial intervention. [View the fact sheet to learn more.](#)

### New Commissioner for the Rehabilitation Services Administration (RSA)

In August, Mark Allan Schultz, who was most recently a deputy commissioner at the Nebraska Department of Education, joined the Department of Education to lead the RSA. The RSA assists states and other agencies in their work to provide vocational rehabilitation and other services to individuals with disabilities to maximize their employment, independence, and integration into the community and the competitive labor market. [Learn more.](#)

### Attract, Prepare, Retain Symposia Series

Did you miss the 2019 virtual symposia series focused on strategies to attract, prepare, and retain effective personnel—general and special education teachers, early childhood personnel, and related services providers—who have the knowledge and skills needed to provide effective instruction, interventions, supports, and services to children with disabilities? Visit [osepideasthatwork.org](http://osepideasthatwork.org) to view archived recordings and other material for the three symposia sessions.

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**Do you have suggestions for resources or topics that we can cover in the newsletter? Send them to us at [NCSI@wested.org](mailto:NCSI@wested.org).**

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