

Effective Instruction Collaborative

February 24, 2026

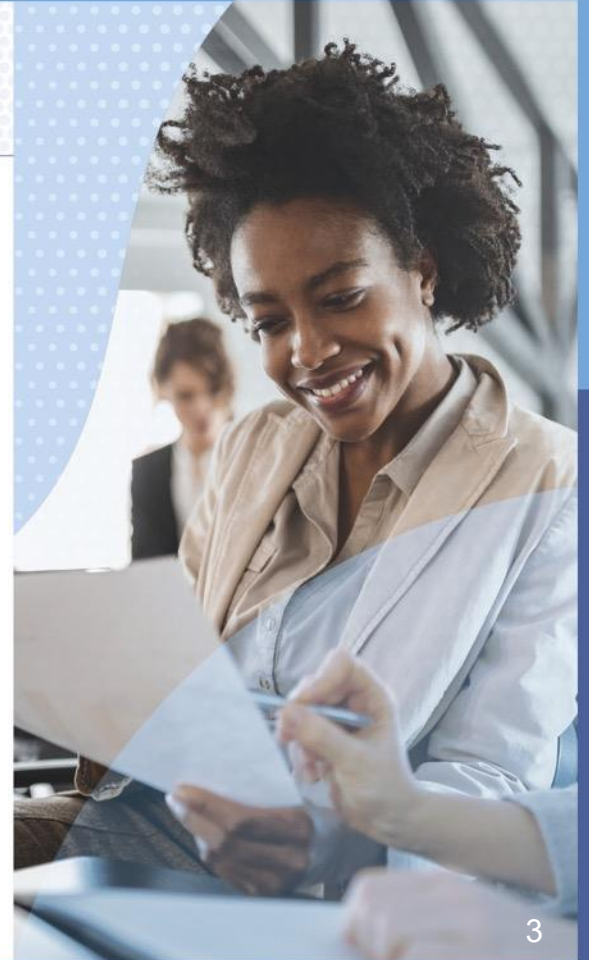


NCSI's Effective Instruction Priority Area

- Build state education agency (SEA) capacity to provide leadership for effective instruction via evidence-based and high-leverage practices
 - Know and understand the constructs of systems improvement
 - Successfully apply that knowledge
 - Effectively sustain and scale improvement over time to ensure deep and lasting impact

Agenda

- Evidence in Action
- Strategies to Support Collaboration Across State Education Offices or Teams
- Next Steps



Evidence in Action

PRISMS Toolkit

- [Providing Reading Interventions for Students in Middle School \(PRISMS\) Toolkit](#)

Strategies to Support Collaboration Across State Education Offices or Teams

December Request

"Methods of integrating efforts for improving student outcomes within the special education unit at the state level with other offices within the State Department of Education."

Strategies that Support Collaborative Systems

- Collaborative Planning Structures
- Defined Communication Processes
- Data-Based Decision Making
- Strategic Partnerships

Collaborative Planning Structures

Build dedicated time and processes for cross-office teams to:

- Jointly plan
- Solve problems
- Align initiatives affecting students served by multiple programs

Collaborative Planning Structures: Examples

- Schedule recurring cross-office planning sessions.
- Create joint working groups or task forces with representatives from different offices or departments for cross-cutting initiatives.
- Develop shared professional learning opportunities.
- Build systems for partner communication and engagement.

Defined Communication Processes

Establish agreed-upon protocols for how offices or teams:

- Share information
- Make decisions
- Communicate with each other and the field to support interconnected policy and department or statewide initiatives.

Defined Communication Processes: Examples

- Establish cross-office communication protocols.
- Define decision-making authority for cross-office work.
- Designate liaison roles.
- Develop shared digital workspace with clear folder structure, version control, and access permissions.

Data-Based Decision Making

Use multiple data sources to inform policy decisions affecting students at program or office intersections by:

- Integrating data systems
- Establishing shared definitions
- Using collaborative inquiry

Data-Based Decision Making: Examples

- Develop integrated data dashboards with metrics across offices.
- Create cross-office data glossaries for common measures.
- Establish cross-office data review protocols and data inquiry cycles.

Examples: Dashboards from California & Colorado

California School DASHBOARD Home About State Summary Search More Information Select Language

STATE PERFORMANCE OVERVIEW
State of California [Generate PDF Report](#)
 2025

Explore the performance of the State of California under California's Accountability System.

Chronic Absenteeism Yellow	Suspension Rate Green	English Learner Progress Yellow	Graduation Rate Green
College/Career Green	English Language Arts Yellow	Mathematics Yellow	

Informational Purposes
 Explore the following data elements presented for informational purposes only. These data are not used for accountability determination.

Science Yellow

STATE OF CALIFORNIA
Student Population
 Explore information about this state's student population.

Enrollment 5,806,221 <small>View More Information</small>	Socioeconomically Disadvantaged 63.6%	English Learners 17.4%	Former Youth 0.5%
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STATE OF CALIFORNIA
Academic Performance
 View Student Assessment Results and other aspects of school performance.

English Language Arts Yellow 81 points below standard Increased 5.1 Points	Mathematics Yellow 82 points below standard Increased 5.2 Points	English Learner Progress Yellow 86.4% making progress Maintained 0.7%	College/Career Green Prepared 81.7% Increased 3.1%
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District Dashboard and School Dashboard

Home Page Enrollment & Demographics Academic Achievement Academic Growth On Track Growth Postsecondary Readiness Framework Results Map Tools

Unified Improvement Planning Dashboards
[Click to Change District/School](#)

Academy 20 (1040)

District Address	District Phone Number	District Website	Grade Levels Served
1110 CHAPEL HILLS DRIVE COLORADO SPRINGS, CO 80920	719-234-1200	http://www.asd20.org	PK-12

Final Accreditation Rating 2025
Distinction

2025-26 Total Enrollment (K-12)
25,463

2025-26 Demographics (K-12)

FRL Eligible	22.7%
Minority Students	34.2%
Multilingual Learners	2.9%
Students on IEPs	8.8%
Gifted Students	10.0%
Migrant Students	0.0%

Academy 20 (1040)

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 View on Tableau Public

Example: Shared Glossary from Maryland

Glossary of Data Inventory Terms

- **Data Partner:** A State agency, an industry certifier, or other entity that originally collects student and workforce data and provides that data to the Center under Education Article, § 24-707, Annotated Code of Maryland.
- **CEDS Element ID:** The **Common Education Data Standards** (CEDS) unique identifier. CEDS is a national effort to develop common data standards for education data.
- **Sector:** Sector identifies the category of the data element. The eight sectors are: Early Childhood Education; K-12 Education; Adult Education; Justice Involved Youth; Child Welfare; Postsecondary Education; Other Completions and Credentials; and Workforce. MVA data is identified as an Internal sector.
- **Source:** Describes the given name for a data element provided to the MLDS. This may be the name used by the data partner or a standard name used by CEDS. Note: The same element name may appear multiple times, as we receive the same element from multiple sources.
- **Element Name:** Describes the given name for a data element provided to the MLDS. This may be the name used by the partner agency or a standard name used by CEDS. Note: The same element name may appear multiple times, as we receive the same element from multiple sources.
- **First Available Collection Year:** The first year the MLDS Center obtained the data for the MLDS. The year is indicated by the ending year of the data for the collection year. 2008 is considered the 2007-2008 collection year, but the months covered may differ by collections.
- **Last Available Collection Year:** The most recent year the MLDS Center obtained the data for the MLDS. This may also indicate the end of a data collection. The year is indicated by the ending year of the data for the collection year. 2008 is considered the 2007-2008 collection year, but the months covered may differ by collections.
- **Data Usage:** An indication of a data element's availability. The data element is either available for use in research or only used by internal IT staff for identity resolution.
- **Description:** A statement about the data element that provides additional information related to how the data element is collected, used, or defined in the MLDS.

Strategic Partnerships

Designing enabling conditions for meaningfully engaging with strategic partners (e.g., districts, higher education, families) can strengthen cross-office collaboration, including the other three strategies, by:

- Grounding shared work in the needs of those providing and receiving special education
- Expanding access to data, including partner feedback, to guide the work and refine communication strategies

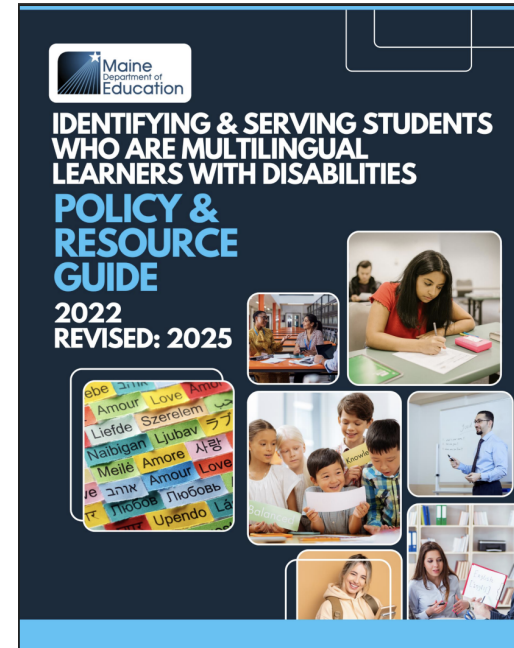
Strategic Partnerships: Examples

- Create formal advisory structures.
- Build feedback loops where field input informs policy development, not just implementation.
- Conduct regular "listening tours" or regional forums where SEA staff learn from diverse groups.
- Establish Research-Practice Partnerships.

Example: Maine's Work to Support Multilingual Learners with Disabilities through University and State Collaboration

A sustained partnership between:

- The Office of Teaching and Learning
- The Office of Special Services and Inclusive Education
- The University of Maine



Discussion Questions

- Which strategies do you currently have in place in your state to collaborate across offices?
- How do our current cross-office structures support—or hinder—improving outcomes for students with disabilities, especially those facing additional barriers?
- When collaboration across offices works well in our agency, what conditions seem to be in place?

Relevant Resources

NCSI Resources

- [Are You Managing or Engaging Your Stakeholders? A Management/Engagement Continuum](#)
- [Leadership for Effective Instruction for Students with Disabilities: Lessons Learned from Five State Education Agencies](#)
- [Leading by Convening: Modules & Tools](#)

Additional State Example

- IDEA Data Center (IDC): [Mass Effect: Supporting LEA Determinations in Massachusetts](#)

Next Steps

Upcoming Event

- Partnership with Nate Levenson of New Solutions K12
- Presenter from Louisiana Department of Education

SAVE THE DATE

Lessons Learned from Louisiana's Best in the Nation Growth for Students with Disabilities

An NCSI SEA Workshop

WASHINGTON, DC
JUNE 24–25, 2026

WestEd | Washington, DC
1140 3rd Street NE, #360, Washington, DC



Next Meeting

- **Tuesday, March 24, 2026**
- 11:30 AM -12:30 PM Eastern
- Topic: IEP guidance
 - *California Practitioners' Guide for Educating English Learners with Disabilities*
- Questions or thoughts?
 - Reach out to us at ncsi-ei@wested.org



Thank You

The content of this document was developed by the National Center for Systemic Improvement (NCSI) under a grant from the US Department of Education, #H326R240001. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer: Julia Martin Eile (October 2025)

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