

Systems Alignment Learning
Collaborative
Virtual Learning Event

March 23, 2016



Collaborative Agreements

- ✓ Participate fully: please use webcam.
- ✓ Start and end on time.
- ✓ Ask questions when you don't understand.
- ✓ Ensure equitable, respectful participation.
- ✓ Be curious.
- ✓ Be honest about what you need.
- ✓ And please, silence your cell phones.

Agenda

Welcome

Designing the Evaluation of the Kansas SSIP

Tennessee's Journey to School-wide Consolidation of Funds

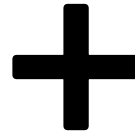
Ning: Refresh and Renew

Wrap-Up and Close

Purpose Statement

The purpose of the collaborative is to support states through systems alignment and implementation to build and sustain district capacity to improve results for students in most need of support.

Goals for the Systems Alignment Learning Collaborative



...and share
and strategize
together..

Aligning and
integrating
state systems
to better
support
improvement
efforts

Scaling up
improvement
efforts

Defining and
implementing
tiered system
of supports

Mapping out
Phase II and
moving into
Phase III



NCSI Virtual Meeting Team



November 4, 2015

Team Members and contact :

1. Jana Rosborough- jrosbor@wested.org
2. Silvia DeRuvo- sderuvo@wested.org
3. Susan Hayes - shayes@wested.org
4. Kevin Schaefer- kschaefer@wested.org

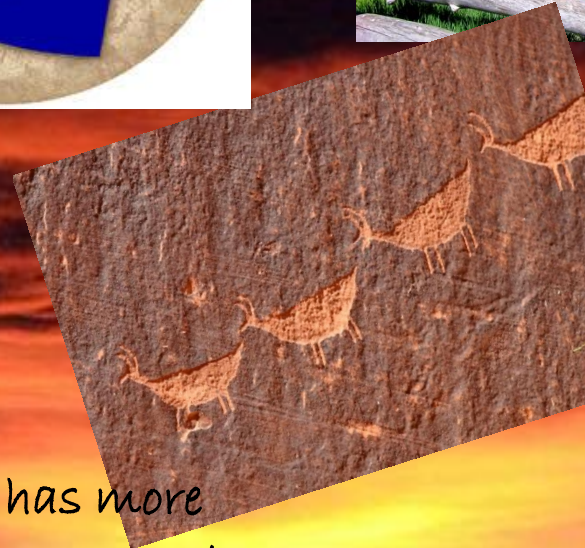
What we hope to connect on:

1. Recognizing areas of opportunity and need in establishing and or refining highly effective pro-turnaround environments for the success of students and young children with disabilities in the state's lowest performing schools
2. Meaningful discussion of state successes and opportunities
3. Understanding of how to best support member states
4. Establishing a culture of peer-to peer networking

One fun fact about our states:

Jana: KS- Basketball was invented at the University of Kansas.
 Silvia: GA- Stone Mountain is the largest exposed rock in the world.
 Susan: VT- We have the only state capital (Montpelier) without a McDonald's!
 Kevin- CA-California produces over 17 million gallons of wine each year.





FUN FACT: Arizona has more parks and national monuments than any other state, more mountains than Switzerland, and more golf courses than Scotland.

Arizona Team Members:
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Team Members:

Annette Barnes - Assistant Commissioner of Public School Accountability (Annette.M.Barnes@arkansas.gov)

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What we hope to connect on:

Aligning professional development and technical assistance systems to support LEAs

Supporting MTSS statewide implementation

One fun fact about our state:

Bill Clinton and Johnny Cash were born in Arkansas!





TOM TORLAKSON
State Superintendent
of Public Instruction

California Team



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and Advisory Commission on Special Education
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Dr. Frank Donavan
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Magnolia School District
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What we hope to connect on:

- work together and with states to ensure equitable access and opportunity for all students to be prepared for college, career and civic life
- create a collective system-wide collaborative mindset, structure and system for delivering and improving upon the most effective, high-quality evidence-based first instruction and supports to all students so they can succeed in school and
- establish an integrated, comprehensive framework that focuses on the core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Indiana Learning Collaborative Team



Team Members & Contact Information

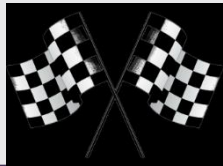
1. Dr. Pamela Wright- State Director of Special Education
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2. Nancy Zemaitis- Asst. State Director of Special Education
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4. Kacie Symes- OSE Team Member (Attorney/Specialist)
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5. Rachael Havey- Intervention School Coordinator
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6. Cindy Hurst- School Improvement Grant Coordinator
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What We Hope to Connect On:

1. Continue to Learn more about the MTSS Framework as an EBP for use with the SSIP, and Implementation Plans
2. Focus on Evaluation of Implementation of EBP's
3. Build Networking Relationships with Other States.

Indiana Fun Facts:



David Letterman grew up in Indiana
Home of the Indianapolis 500, "The Greatest Spectacle in Racing!"
Known as the Crossroads of America for our Central location and vast number of highways.

Kansas



Seeking Connections:

In order to collaborate and provide a seamless system of support for educators and parents to benefit infants and toddlers ages birth -8, to identify contributions and strengthen connections in order for real collaboration to occur. We want to have a strong SEA systems improvement plan that we can implement that would be inclusive of the other state agencies and connect to our KSDE school based (K-12) system.

Team Kansas:

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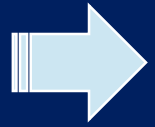
Todd Wiedemann- todd@kansasmtss.org

Linda Wilkerson- linda@kansasmtss.org

One fun fact about our State is:

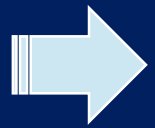
Everyone knows Kansas is flatter than a pancake (scientifically proven in 2003), but did you know that it is also home to the first woman mayor in the U.S. (Susan Madora Salter), and the inventors of the helicopter (William Purvis & Charles Wilson).

WHAT WE HOPE TO CONNECT ON:



LEARN HOW OTHER STATES ARE APPROACHING THE WORK TO:

- IMPROVE STATE INFRASTRUCTURE TO SUPPORT LOCAL DISTRICTS
- CO-CONSTRUCT AND BRING TO SCALE A TIERED FRAMEWORK OF SUPPORT TO BUILD THE CAPACITY OF LOCAL DISTRICTS TO SUPPORT STUDENT GROWTH
- DEVELOP AN ENTITY TO COORDINATE AND SUSTAIN THE EFFORT



DISCUSS HOW OTHER STATES ARE EVALUATING THE EFFORT AT ALL LEVELS



MICHIGAN TEAM MEMBERS



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FUN FACT: MICHIGAN HAS THE LONGEST FRESHWATER COASTLINE IN THE CONTIGUOUS UNITED STATES



Team Members and contact:

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What we hope to connect on:

- ★ Identify evidence-based practices to support and engage reluctant low performing schools.
- ★ Ability to share developed resources.

One fun fact about our state:

- ♥ Nebraska has more miles of river than any other state.

Team Members and contact :

1. Glenna Gallo, State Director of Special Education (Glenna.gallo@schools.Utah.gov)
2. Leah Voorhies, SSIP Coordinator (leah.Voorhies@schools.Utah.gov)
3. Rebecca Donaldson, Title I Coordinator (Rebecca.Donaldson@schools.Utah.gov)
4. Max Lang, Education Specialist (max.lang@schools.Utah.gov)
5. Jeffrey Ojeda, Education Specialist (jeffrey.Ojeda@schools.Utah.gov)

What we hope to connect on:

1. We hope to work together across the USOE to assist low performing schools to address effective math instruction;
2. Assist LEAs and schools in combining research in math and students with disabilities to make informed instructional decisions; and
3. Consider interdepartmental alignment of funding and efforts.

One fun fact about our state:

Utah is the largest manufacturer of rubber chickens!



Wisconsin



Team Members and contact :

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What we hope to connect on:

1. Concrete examples of strategies and challenges for providing statewide systems of support for systems change within a school/district improvement process.
2. A sharing of developed resources/guidance/processes.

One fun fact about our state:

Wisconsin opened the first kindergarten

Designing the Evaluation of the Kansas SSIP

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Poll Question

To what degree has your SPDG evaluation helped inform your SSIP evaluation plan?

- a. Substantially
- b. Somewhat
- c. A Little
- d. Not at All

Theory of Action

	1. KSDE has...	2. KSDE ... <i>Conclusions from SSIP Analysis Activities</i>	3. Then ... <i>Coherent Improvement Strategy 1.0</i>	4. Then... <i>Coherent Improvement Strategy 2.0</i>	5. Then... <i>Intermediate Outcome - SIMR is Achieved</i>
GOVERNANCE & QUALITY STANDARDS	a Board of Education with established mission and goals providing direction for all KSDE initiatives.	has effective and aligned leadership to provide direction for priorities.	KSDE will align state level policies, organization and infrastructure to efficiently and effectively allocate resources and supports to increase state and district capacity to support sustained implementation of evidence-based practices for students with disabilities to read at grade level.	district level implementation of Kansas MTSS Integrated Framework will increase the capacity of districts to effectively implement evidence-based practices in a sustainable way linked to achieving improved reading outcomes for students with disabilities.	the State-identified Measurable Result (SIMR), will increase the percentage of students with disabilities Grades Kindergarten through 5th who score at grade level end of year benchmark on a reading general outcome measure.
	a single Early Childhood, Special Education, and Title Services Team.				
ACCOUNTABILITY & MONITORING	A process to annually submit reports under Elementary and Secondary Education Act (ESEA) regarding progress of Title I Schools.	has an initial alignment of accountability processes and needs to focus on refining program and policy implementation alignment.			
	a process to annually submit the progress of students with disabilities in the Kansas State Performance Plan (SPP)/Annual Performance Report (APR) including reading progress of students with disabilities.				
	a system of general supervision called Kansas Integrated Accountability System (KIAS) at the state and local level.				
TECHNICAL ASSISTANCE & PROFESSIONAL LEARNING	a commitment to provide multiple conferences annually and a variety of training cadres to support statewide needs.	has a coordinated system to support technical assistance and professional learning but needs to scale up sustainable capacity to support implementation of evidence-based reading instructional practices.	technical assistance and professional learning, will be coordinated, leveraged to reduce duplication, use evaluation results to inform decisions, and increase progress monitoring of student performance, and provide evidence-base resources for dissemination.		
	a system to support Title I Schools through the Kansas Learning Network (KLN).				
	a commitment to refining a sustainable Kansas Multi-tier System of Support (MTSS).				
	a commitment to funding Kansas TASN that provides professional learning and technical assistance to schools and families in identified areas to improve outcomes for all students.	needs to leverage technical assistance and professional learning across accountability systems for building local capacity to implement and sustain evidence-based practices.			

Coherent Improvement Strategies

1.0 Strategically realign, reallocate, and leverage current State Education Agency (SEA) policies, organization and infrastructure for increased capacity of district evidence-based practice implementation.

2.0 Design, implement and evaluate an integrated school improvement planning framework, built upon the existing Kansas Multi-Tier System of Supports (Kansas MTSS), to increase district capacity to provide effective reading instruction for students with disabilities.

3.0 Evaluate the degree to which the state infrastructure supports district implementation of evidence-based practices to improve reading results for students with disabilities Kindergarten through 5th Grade.

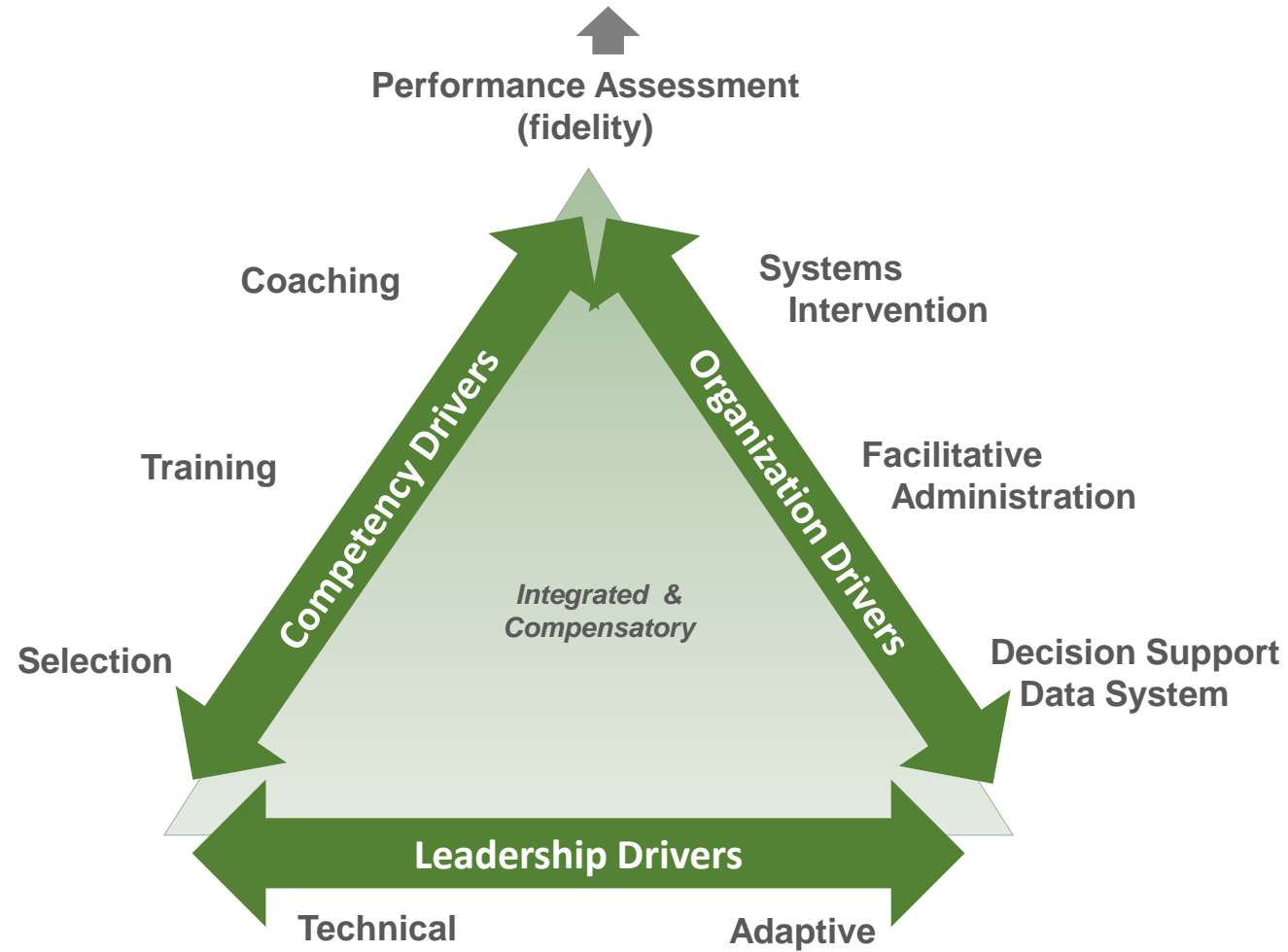
SPDG Program Performance Measures

1. Projects use evidence-based professional development practices to support the attainment of identified competencies.
 - 16-item rubric addressing each implementation science driver
 - Written descriptions and self-ratings that are reviewed by OSEP contracted evaluators

Learn more at http://signetwork.org/content_pages/205

Improved OUTCOMES for children and families

Implementation Science



Fixsen et al.; Learn more at www.scalingup.org

Selected Indicators for SPDG Program

Measure 1

PERFORMANCE ASSESSMENT

- Accountability for fidelity measurement and reporting system is clear (e.g., lead person designated and supported).
- Coherent data systems are used to make decisions at all education levels (SEA, regional, LEA, school).
- Implementation and student outcome data are shared regularly with stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies).
- Goals are created with benchmarks for implementation and student outcome data, and successes are shared and celebrated.
- Participants are instructed in how to provide data to the SPDG Project.

Selected Indicators for SPDG Program Measure 1

TRAINING

- Accountability for the delivery and quality of training.
- Training is skill-based (e.g., participant behavior rehearsals to criterion with an expert observing).
- Outcome data are collected and analyzed to assess participant knowledge and skills.
- Trainers (the people who trained PD participants) are trained, coached, and observed.

SPDG Program Performance Measures

2. Participants in SPDG professional development demonstrate improvement in implementation of SPDG-supported practices over time.

- Fidelity measure; if self-report then 20% observation verification is required

Learn more at http://signetwork.org/content_pages/205

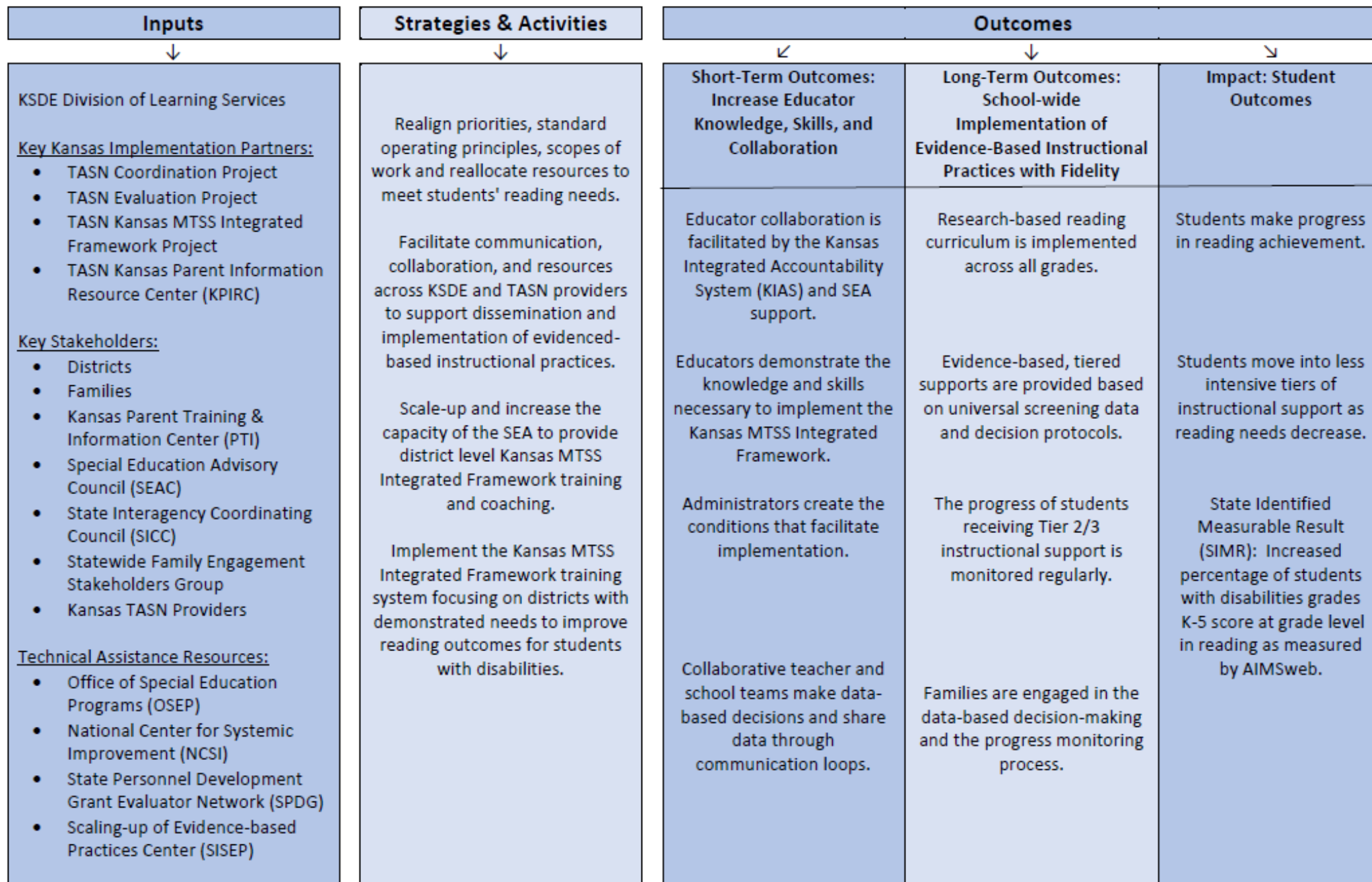
KSDE TASN Evaluation Philosophy

- Utilization-Focused
- Empower, don't overburden educators
- Draw accurate conclusions
- Continually improve
- Support decision-making at the state, provider, district, school, team, and teacher levels
- **Determine impact**



KSDE
SPDG/TASN
Theory of
Change

Kansas IDEA State Systemic Improvement Plan Logic Model (working draft 1/15/16)



Outcomes	What does this look like?	How do you know if this is happening?
Participants increase awareness, knowledge, and skills	Knowledge of MTSS components	Pre/post assessment at each training
	Demonstration of skills (e.g., focused conversations of data); Satisfaction with training	HQPD Observation (completed by evaluators or state trainer); TASN Training Evaluation
Administrators/supervisors create conditions that support implementation	Development and implementation of expectations, decision points, core curriculum; training of school staff	Checklist for Implementation Readiness (completed by state trainers for each district/school)
	Building leadership and district leadership monitors implementation and makes systems improvements; school culture reflects MTSS core beliefs	School Implementation Scale (completed annually by administrators and instructional staff)
	Families are engaged in conversations about their child's reading, math, and behavioral data	Parent Engagement Measure
Participants implement evidence-based practices with fidelity	Collaborative teams reflect on progress and track their implementation three times per year	Collaborative Team Progress Planner (submitted to evaluators once per year)
	Building leadership and district leadership teams adhere to implementation plans and make decisions based on data	Contacts and Checklist for Implementation Readiness (completed by state trainers)
	Reading, math, and social/behavior tiered supports are implemented across the school	School Implementation Scale, Collaborative Team Progress Planner, On-Site Visit verification
	Implementation collaborative and consistent across all instructional staff	School Implementation Scale (completed annually by administrators and instructional staff)
Students/children improve academic, behavioral, and social outcomes	Student make progress in reading, math, and behavior	Grade-level universal screening data (i.e., reading, math, and behavior)
	Increased student achievement is reflected on Kansas College and Career Ready Assessments	State assessment data (accessed from KSDE)
Schools/organizations sustain implementation with fidelity	Collaborative teams continue to track progress and make data-informed decisions	Collaborative Team Progress Planner, School Implementation Scale
	Administrators continue to create conditions that support MTSS implementation	School Implementation Scale (completed annually by administrators and instructional staff)
	Student make progress in reading, math, and behavior	Grade-level universal screening data (i.e., reading, math, and behavior)
	Reading, math, and social/behavior tiered supports are implemented across the school	School Implementation Scale, Collaborative Team Progress Planner, On-Site Visit verification
	Families are engaged in conversations about their child's reading, math, and behavioral data	Parent Engagement Measure

How will people use data for improvement?				
Measures	Collaborative Data Teams	Administrators	MTSS Trainer/Coaches	KSDE Leadership
Pre/post assessment at each training	Reflection of growth in knowledge of adult learner	Determines impact of training on staff knowledge; determines needs and future time investment	Directs efforts to customize and improve training and coaching to meet participants' needs	Assure that professional development provided to Kansas educators is consistent in quality and continually improving. Determines areas of need for TASN provider professional development and resource allocation.
HQPD Observation (completed by evaluators or state trainer); TASN Training Evaluation	Reflection on quality of training and determining next steps; Communication of lingering questions and coaching needs.		Continual improvement of indicators of quality in professional development; Directs efforts to better meet participants' needs	
Checklist for Implementation Readiness		Identifies key structures necessary for deeper implementation; monitors installation	Directs efforts to customize training and coaching informed by district's context	Indicator of MTSS project implementation – percentage of districts/buildings implementing practices as intended with fidelity; Determines areas of need for planning and resource allocation
School Implementation Scale, On-Site Visit verification	Reflection on critical areas for systems (DBDM) and classroom improvement (EBPs).	Identifies implementation strengths and area to target for planning	Directs efforts to customize coaching based on level of buy-in, adoption, and fidelity of implementation of critical practices	
Family Engagement Measure	Determines degree to which family respondents feel engaged (result organized around KS family engagement standards); Identifies areas for improvement and planning		Assists in identifying strategies and supports for increasing family engagement	Indicator of MTSS project implementation – percentage of districts/buildings collecting and using family engagement data for continuous improvement; Determines areas of need for planning and resource allocation
Collaborative Team Progress Planner	Facilitates team reflection and continuous improvement on critical elements of MTSS	Informs fidelity to critical elements of MTSS across grade levels; Summarized data highlights areas of needed support.	Informs professional development and coaching through identified areas of need across districts; allows for clustering and facilitated mentoring.	Indicator of MTSS project implementation – percentage of districts/building regularly reflecting on data; Composite data informs programmatic areas of strengths and highlights areas of needed resources
Grade-level universal screening data (i.e., reading, math, and behavior)	Determines level of support needed by each student; monitors effectiveness of core instruction and interventions; informs instruction	Determines which grade levels and content areas have increased need of supports and interventions; Determines impact of instruction and intervention	Determines need for professional development and coaching related to student support needs, core curriculum and interventions	Indicator of MTSS project impact – percentage of districts/buildings increasing achievement by meeting students' learning needs; Determines areas of need for planning and resource allocation
State assessment data (accessed from KSDE)	Provides annual student achievement data to determine trends			

What do the SSIP and SPDG have in common?

- Individualized based upon State Needs
- Implementation Science Framework
- Focus on Building State Education Agency Capacity
- Scaling Up Evidence-Based Practices at the District level
- Sustained Professional Learning & Implementation Fidelity
- Family Involvement & Stakeholder Engagement
- Rigorous and Relevant Evaluation Methods
- Use of Theory of Action
- Logic Model Development
- SPDG Program Measures
- State-level Project Measures
- Annual Progress Reporting
- Supported by Nationwide Communities of Practice
- Share similar National Resources



Tennessee's Journey to
School-wide
Consolidation of Funds

March 23, 2016



Renee Palakovic
Director of Planning
Consolidated Planning & Monitoring
(CPM)

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a thin, dark blue horizontal bar.

TN

®

How did we get here?

Comprehensive Planning & Budgeting

- **Development of on-line planning tool**
 - LEA and School Plans in one place
 - Aligned LEA and school goals
 - Data uploaded to plans on academics, suspensions, attendance, teacher effectiveness, enrollment
- **Integration of all funds to LEAs in one on-line portal**
 - Public access to all plans and budgets
 - Reports to analyze spending across LEAs

Coordinated Spending

- **Publishing of a coordinated spending guide**
 - Examples of how funds can be coordinated across programs to support specific educational initiatives
 - Information on allowable use of funds across several federal programs (ESSA, IDEA, Perkins) and state funds
 - Links to federal and state resources
- **Discussions about consolidation of funds at the school level**

The TNT logo consists of a red square containing the letters 'TNT' in white, serif font. Below the red square is a dark blue horizontal bar. A registered trademark symbol (®) is located at the bottom right corner of the blue bar.

TNT

Securing Buy-in

Preliminary Work

- **Discussions with USDOE regarding consolidation**
 - Engaged OESE/OSS and OSEP
 - Discussed guidance documents and our interest in pursuing
- **Information sessions**
 - Internal federal and state program directors
 - State auditors
 - Internal budget and finance staff
 - LEAs

Conveying the Right Information

- **Information sessions focused on**
 - Flexibility offered through consolidation
 - Lessening of burdensome federal requirements
 - Ability to spend funds to meet student needs, rather than grant requirements
 - Changes in fiscal procedures that would need to be adopted
- **Continuous reinforcement that consolidation is an option and would never be required by TDOE**
- **Solicit volunteer LEAs willing to learn along with us**

The TNT logo consists of the letters 'TNT' in a white, bold, serif font, centered within a red square. Below the red square is a thin, dark blue horizontal bar.

TNT

The Plan for the Pilot

The Timeline

- **2015-16 is the planning year**
 - Task force development of participating LEAs and TDOE staff
 - Quarterly meetings to educate, develop guidelines and determine processes needed to implement effectively
 - Make necessary ePlan updates to facilitate consolidation
- **2016-17 is the implementation year**
 - Participating LEAs implement consolidation within selected schools
 - Processes and procedures updated as necessary
 - Two task force meetings to discuss implementation struggles and successes

The Timeline

- **2017-18 is the expansion year**
 - Share successes with all LEAs
 - Bring on new LEAs to implement
- **2018-19 –statewide expansion**
 - Offer consolidation as an option for all LEAs in the state

Important Partnerships

- **USDOE**
 - OESE/OSS
 - OSEP
- **State auditors**
- **Directors of schools**
- **ESEA/IDEA Directors (both LEA and state-level)**
- **Financial staff (both LEA and state-level)**

The logo consists of a red square with the letters 'TN' in white, serif font. Below the square is a dark blue horizontal bar.

TN

®

Keys to Success

Funding

- **Clear funding formula to determine state and local funds allocated to schools**
- **School level allocation of federal funds**
 - Limited set asides at the LEA level
- **Decision making authority at the school for**
 - Staffing
 - Interventions
 - Materials & supplies
 - Professional development

School-wide Plan

- **Comprehensive needs assessment done annually**
 - All relevant data included (academic, discipline, attendance, parent/community engagement, teacher evaluation, etc.)
 - In depth data analysis
 - Root cause analysis
 - Prioritization of goals to be met in one academic year
 - Targeted strategies to meet goals
 - Action steps that are:
 - Aligned to goals and strategies
 - Measurable
- **Intentional opportunities for plan review and revision throughout the school year**

Recordkeeping

- **Accurate documentation of programs and funds included in the school-wide pool**
- **Budget and accounting codes necessary to separate costs from all other expenditures**
- **Support to show meeting intents and purposes of grants included in the consolidation**
- **Policies and procedures for accurately determining:**
 - **IDEA school maximums (if included in the pool)**
 - **Maintenance of Effort**
 - **Comparability**
 - **Reimbursement requests**

Questions





Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

FRAUD, WASTE, or ABUSE

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

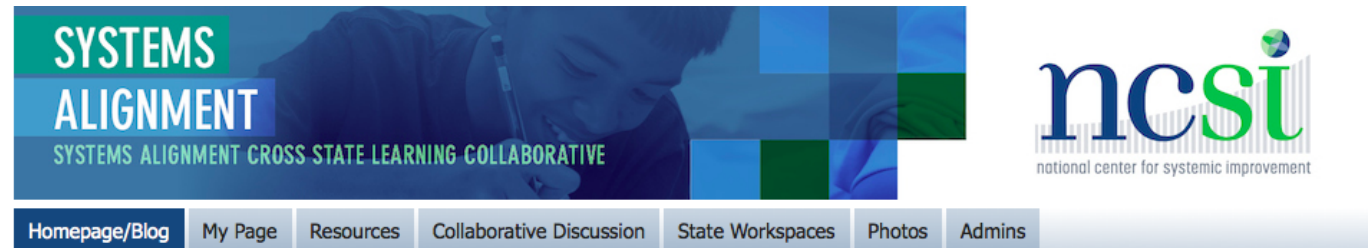
1-800-232-5454

Notifications can also be submitted electronically at:

<http://www.comptroller.tn.gov/hotline>

Ning Overview

The Systems Alignment Learning Collaborative Ning site can be found at: <http://ncsi-systemsalignment.ning.com/>



The screenshot shows the top navigation bar of the Ning site. On the left, there is a blue banner with the text "SYSTEMS ALIGNMENT" in large white letters, and "SYSTEMS ALIGNMENT CROSS STATE LEARNING COLLABORATIVE" in smaller white letters below it. To the right of the banner is the NCSI logo, which consists of the lowercase letters "ncsi" in a blue serif font, with a small globe icon above the "i", and the text "national center for systemic improvement" in a smaller blue font below it. Below the banner and logo is a horizontal navigation menu with several tabs: "Homepage/Blog", "My Page", "Resources", "Collaborative Discussion", "State Workspaces", "Photos", and "Admins".

Welcome to the NCSI Systems Alignment Learning Collaborative Virtual Site!

News from the Systems Alignment CSLC



Arkansas and Georgia Departments of Education Cross-State Learning Collaborative

Posted by [Silvia Lenhof DeRuvo](#) on March 22, 2016 at 10:51am

AR and GA are benefiting from an opportunity to work together today due to a collaboration between GaDOE and Arkansas Department of Education supported by the School Turnaround Center and the Southeast Comprehensive Center. As a result of the meeting cross divisional team members are:

Creating a network to support collaboration and sharing of ideas regarding program implementation and effective practices for school improvement/turnaround

Developing professional relationships that creates a foundation for future networking and collaboration and a plan for future engagement.

Special education, federal programs and school improvement are working in large and small groups to focus on state supports to local districts and schools to improve systems, processes and instructional delivery to benefit all students.

More to come!

Activity



What are you up to?

Share



[Silvia Lenhof DeRuvo](#) posted a [blog post](#)

[Arkansas and Georgia Departments of Education Cross-State Learning Collaborative](#)

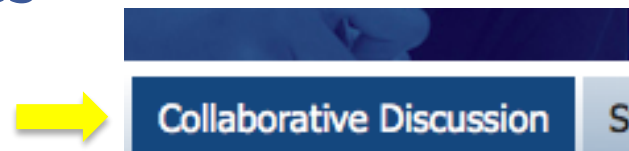
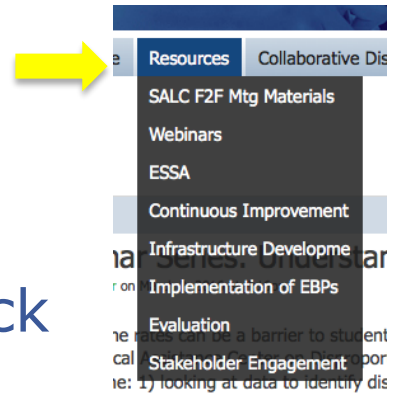
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Ning Collaboration

To receive email updates and respond to new blog posts, resources or discussion topics:

- Hover over the “Homepage/Blogs” tab
- Click the “Blogs” subpage on the drop down
- Scroll to the bottom of the page and click “Follow” in the green Box
- Do the same for each of the subpages under the “Resources” tab
- Click on the “Discussion Topics” tab and scroll to the bottom to click “Follow”. There are no subpages



Ning Feedback

- What suggestions do you have to improve the SALC Ning site to improve collaboration among SEAs?
- What types of resources and tools would you and your team find most valuable to be posted on Ning?



Upcoming Events

April 21, 2016: SALC State Team Leads Call

May 17 and 18, 2016: SALC State Team Leads Meeting
Chicago, IL

Questions?

Thank you for your time and all you do on behalf of students.