

SIG NETWORK DIRECTORS' MEETING | MAY 2019

THE SPDG AND ESSA

GETTING CLOSER TO “HOW”

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MAKING
RESEARCH
RELEVANT

What We'll Cover

1. Key Terms
2. Survey results
3. Being Strategic about Alignment
4. The Role of MTSS

Terms in ESSA






- **Comprehensive Support and Improvement (CSI)**
 - Schools with *overall* low performance
- **Additional Targeted Support (ATS)**
 - Schools with at least one *very low-performing subgroup* of students
- **Targeted Support and Improvement (TSI)**
 - Schools with at least one *consistently underperforming subgroup* of students

“States identify schools for CSI based on the performance of all students and identify schools for TSI and ATS based only on the performance of student subgroups. ESSA sets explicit requirements for identifying a school for ATS—a school must have a student subgroup that performs at the level of the lowest-performing 5 percent of all Title I schools. By contrast, states have the flexibility to define what classifies a student subgroup as ‘consistently underperforming’ to trigger TSI.”

Survey Results (n=25)

1. How involved were you (or someone from your division) in the development of your State's ESSA Plan?

[More Details](#)

 Extremely involved	3
 Very involved	1
 Somewhat involved	9
 Not so involved	5
 Not at all involved	7


2. Have you read your State's ESSA Plan?

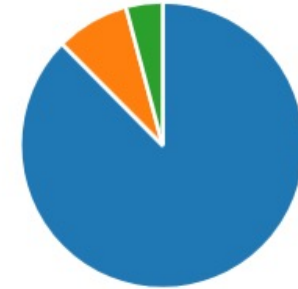
[More Details](#)

 Yes	20
 No	5

3. Are students with disabilities included in your State's ESSA Plan?

[More Details](#)

 Yes	21
 No	2
 Unsure	1



4. Is MTSS (or similar tiered model) included in your State's ESSA Plan?

[More Details](#)

 Yes	18
 No	3
 Unsure	4



Strengths: What does this tell us?

- Intentional coordination between Special Education and Title Programs to develop ONE coordinated improvement planning process for districts
- Focus on mathematics and MTSS
- Well-written and easily understood by stakeholders
- Increased expectations for student with disability proficiency targets
- Emphasis on student choice readiness, student engagement, school climate, and innovative learning
- Multiple measures of data, including measures beyond standardized assessment
- Implementable plan within current constructs of our state support system and has brought departments together
- Blending of state initiatives with the federal policy
- Focus on evidence-based intervention
- Chronic absenteeism and post-secondary opportunities for high schools are taken into account
- Strong stakeholder input
- Focus on early intervention and post-school certification and training initiatives
- Plan included tiered supports work, problem-solving model, and need for family engagement

Systems-Change Work is Contextualized and We Can Learn from Each Other

Challenges: What does this tell us?

- School quality indicator (chronic absenteeism) does not provide a sufficient measure for challenges faced by SWDs
- Meeting reading and mathematics goals
- MTSS/Rtl not clearly connected to PLCs, inclusion, and improved outcomes
- Three accountability systems (Federal, State, and RDA/SSIP)
- Alignment of all supports
- Complexity—how does the plan fit into the larger state system of education and how can we ensure linkages?
- MTSS at the secondary level; very little about MTSS and high-quality instruction
- New governor and secretary of education (new process/policy decisions?)
- Not specific enough to address weaknesses identified for sub-groups
- Disjointed—each division has an isolated approach, rather than a comprehensive, aligned approach; need better communication across divisions
- Discussion in plan about a one-year student teaching experience

Systems-Change Work is Hard

An ESSA Overview: What does this tell us?

- Questions asked:
 - How is ESSA different from NCLB?
 - Do kids still have to take tests every year?
 - How does ESSA rate schools differently?
 - What kinds of requirements does ESSA have for teachers?
 - What does ESSA say about the Common Core?
 - What does ESSA say about low-performing schools?
 - Has ESSA already hit schools?

This Group is Knowledgeable! Why?...

Top 3 Questions: What does this tell us?

Key:

Yellow are answered in video

Teal are sort of answered in video

- How can we ensure MTSS is viewed as a general education strategy? With administrators? Within secondary? How can we support implementation without it being viewed as a compliance activity?
- How will proficiency rates increase for all students and what happens to unsuccessful districts?
- What evidence-based practices will be used or recommended to raise proficiency rates?
- Will student engagement be measured for subgroups? How will we address if subgroups aren't found to be as engaged?
- How can we align:
 - With other initiatives, such as the SPDG?
 - With RDA/SSIP?
- When will the edits to our plan be implemented? Who is ensuring ESSA is being implemented as intended? How is our plan related to the state accountability plan?
- Can we drop yearly accountability testing and return to only testing a few grades?
- Can we drop teacher evaluation tools that don't seem to be working?
- How can we best engage stakeholders in the implementation process? How are other states involving special education in implementation?
- If a school is identified as ATS because of their SWDs, how do we move beyond it being a special education "thing"? What structures do states have in place to support TSI schools?
- How are LEAs supported with their implementation?

Systems-Change Work is More than "Our Best Laid Plans"

Model for Managing Complex Change



Poll: Rate your State on the Model for Complex Change

1. Vision + Skills + Incentives + Resources + Action Plan = **Success**
2. Vision + Skills + Incentives + Resources + ~~Action Plan~~ = **False Starts**
3. Vision + Skills + Incentives + ~~Resources~~ + Action Plan = **Frustration**
4. Vision + Skills + ~~Incentives~~ + Resources + Action Plan = **Resistance**
5. Vision + ~~Skills~~ + Incentives + Resources + Action Plan = **Anxiety**
6. ~~Vision~~ + Skills + Incentives + Resources + Action Plan = **Confusion**

Being Strategic about Alignment

Questions Addressed in this Section

- How can we best engage stakeholders in the implementation process?
- How can we align:
 - With other initiatives, such as the SPDG?
 - With RDA/SSIP?
- How are LEAs supported with their implementation?

Engaging Stakeholders in Complex Change

Requires engaging the *right* stakeholders for the *right* purpose.

Primary

“Primary stakeholders include district and school staff who are involved in the ongoing implementation and reporting requirements involved with an initiative or various initiatives.”

Peripheral

“those who broadly have an interest in/awareness of an initiative or various initiatives, but may not work closely with implementation or evaluation activities.”

Stakeholders Help Us Answer...

Who has?

Who needs?

Can our LEAs wait until the SEA has this in place?

Vision

Skills

Incentives

Resources

Action Plan

=

Success

Poll: What is your state doing currently to align efforts?

1. SEA leadership communicates what needs to be aligned.
2. We have cross-department/division teams that coordinate alignment.
3. We have external TA support helping our SEA.
4. We are not aligning efforts.
5. I'm not aware of any efforts at the SEA focused on alignment.
6. Other [please specify].

“Simplicity is Always More Profoundly Elegant.” ~David Byrne

- Our SEA **vision** is to support our LEAs with aligning their initiatives in a comprehensive way and to ensure they have access to the necessary **resources** and **supports** to build their **skills** and successfully sustain implementation.
 - **SEA’s Action Plan:** We will establish cross-division workgroups to gain a better understanding of what is happening across LEAs and support with developing an action planning frame for LEAs to use when aligning initiatives based on their context and level of involvement in state initiatives.



Know Who is Supported and by What

	ESSA CSI LEA	ESSA ATS LEA	ESSA TSI LEA	SSIP	SPDG	Other State Initiative/ Priority Area	Other External TA Initiative
LEA 1	X			X		X	
LEA 2		X			X		X
LEA 3	X					X	
LEA 4			X	X	X		
LEA 99		X		X	X		

Supporting LEAs with Complex Change

	ESSA CSI LEA	ESSA ATS LEA	ESSA TSI LEA	SSIP	SPDG	Other State Initiative	Other External TA Initiative
LEA 4			X	X	X		
Vision			What is your LEA's Vision for this work?				
Skills (Who has? Who needs?)			Chronic Absenteeism	Mathematics Instruction	MTSS		
Incentives			Title II Funds	IDEA Funds	SPDG Grant Funds		
Resources			TA Support from State	State-led PD	State-led PD		
Action Plan			How will your LEA align the associated activities, personnel, and reporting requirements/outcomes?				

The Role of MTSS

Challenges and Questions Addressed in this Section

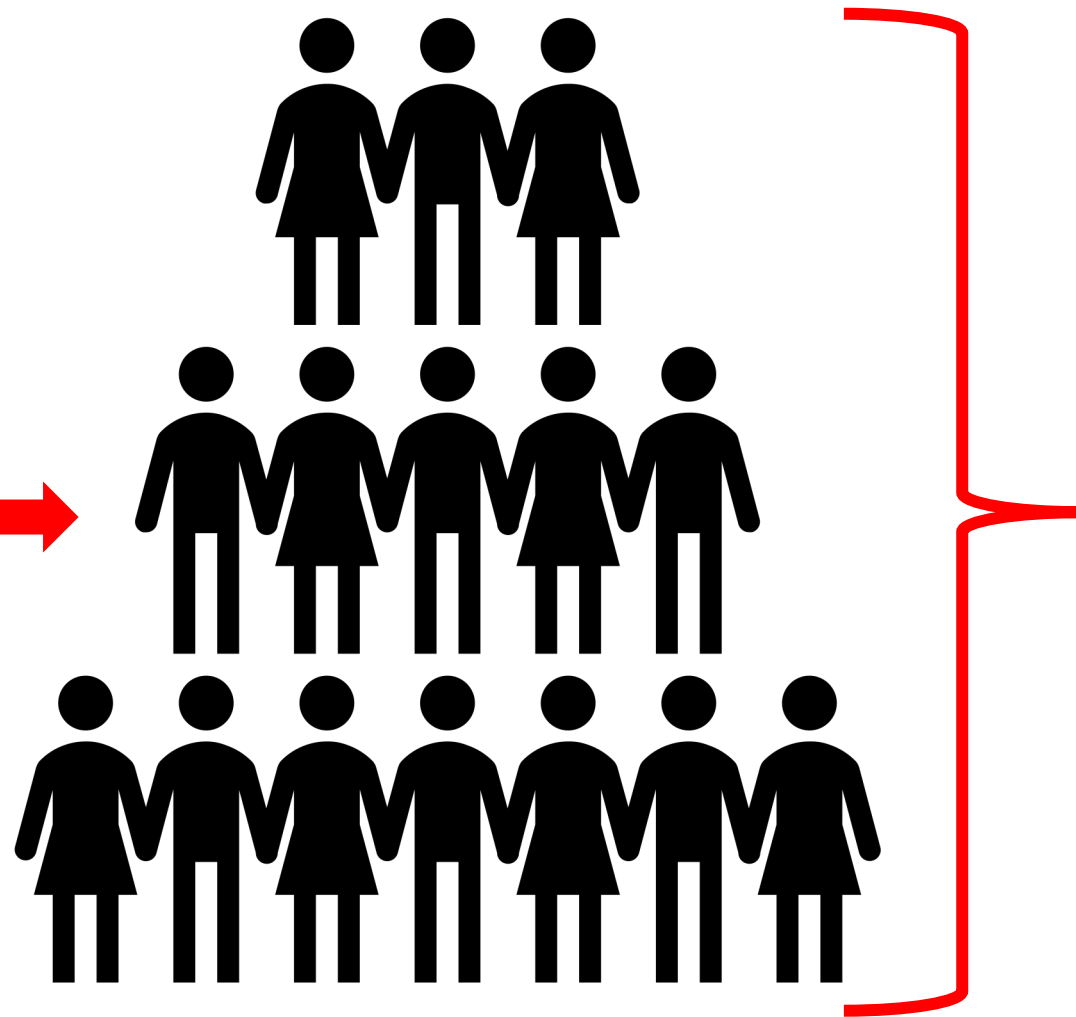
- MTSS not connected to high-quality instruction
- MTSS not connected to PLCs, inclusion, improved outcomes
- How can we ensure MTSS is viewed as a general education strategy?

Messaging Starts at the Top

The screenshot shows the Utah State Board of Education website. At the top left is the logo and name "Utah State Board of Education". To the right is a search bar with "Keyword" and "Search" buttons, and a accessibility icon. Below the logo are navigation links: "Students and Families", "Community and Partners", and "Schools and Educators". A green banner contains the text "TEACHING AND LEARNING" with a hamburger menu icon. Below the banner is a large image of a teacher and students in a classroom. Underneath the image is a breadcrumb trail: "Inside USBE > Departments and Programs > Teaching and Learning > Academic Areas and Supporting Programs > Utah Multi-Tiered System of Supports (UMTSS)". Below the breadcrumb is the heading "Welcome to Utah Multi-Tiered System of Supports (UMTSS)". At the bottom are five buttons: "Overview", "MTSS", "Implementation Tools", "Conferences", and "Resources".

“There is no system that has not another system within it”
 ~Jeanette Winterson

ESSA TSI LEA	SSIP	SPDG
X	X	X
What is your LEA's Vision for this work?		
Chronic Absenteeism	Mathematics Instruction	MTSS
Title II Funds	IDEA Funds	SPDG Grant Funds
TA Support from State	State-led PD	State-led PD
How will your LEA align the associated activities, personnel, and reporting requirements/outcomes?		



Features
High-Quality Instruction
Data-based Decision Making
Team-Based Problem Solving
Equitable Education for Each Student
College and Career Readiness
Proactive School Climate and Structure
Parent and Community Involvement
Supportive Leadership

Articulating Connections: Evidence and Instruction



edreports.org

Compare Materials Reports Center Resources Impact About Us

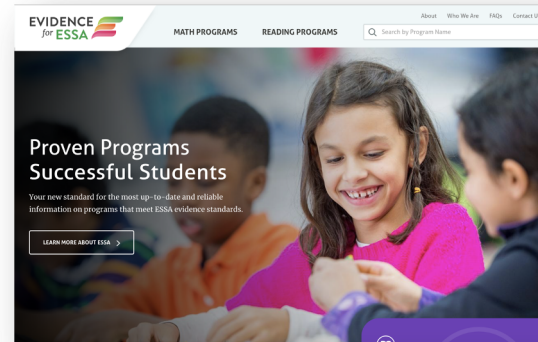
EMAIL SIGN-UP GO SEARCH

Explore our new interactive feature to see the research and data behind why #MaterialsMatter.

LEARN MORE UP NEXT

Evidence-Rich. Educator-Led. Free.

The screenshot shows the edreports.org website with a navigation bar, a search bar, and a main content area featuring a photo of children reading and a call to action to explore an interactive feature.



EVIDENCE OF ESSA

MATH PROGRAMS READING PROGRAMS

About Who We Are FAQs Contact Us

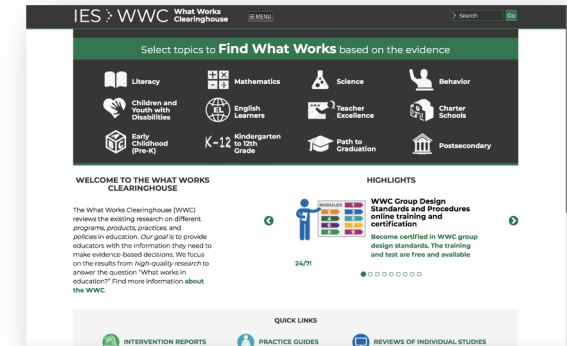
Search by Program Name

Proven Programs Successful Students

Your new standard for the most up-to-date and reliable information on programs that meet ESSA evidence standards.

LEARN MORE ABOUT ESSA

The screenshot displays the Evidence of ESSA website, highlighting a section for 'Proven Programs Successful Students' with a background image of a smiling girl and a call to learn more.



IES WWC What Works Clearinghouse

Select topics to Find What Works based on the evidence

Literacy Mathematics Science Behavior
Children and Youth with Disabilities English Learners Teacher Excellence Charter Schools
Early Childhood (Pre-K) K-12 Kindergarten Grade Path to Graduation Postsecondary

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

HIGHLIGHTS

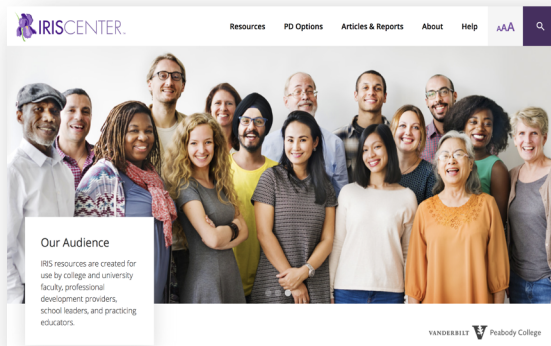
WWC Group Design Standards and Procedures online training and certification

2471

QUICK LINKS

INTERVENTION REPORTS PRACTICE GUIDES REVIEWS OF INDIVIDUAL STUDIES

The screenshot shows the WWC Clearinghouse website with a grid of topic categories, a 'Welcome to the What Works Clearinghouse' section, and a 'Highlights' section featuring a 'WWC Group Design Standards and Procedures' announcement.



IRIS CENTER

Resources PD Options Articles & Reports About Help AAA

Our Audience

IRIS resources are created for use by college and university faculty, professional development providers, school leaders, and practicing educators.

VANDERBILT Peabody College

The screenshot features the IRIS Center website with a large group photo of diverse people and a section titled 'Our Audience' describing the target users of the resources.



National Center on INTENSIVE INTERVENTION

Home Intervention Tools Chart Implementation Support Intervention Resources Voices from the Field

National Center on Intensive Intervention Mission and Approach

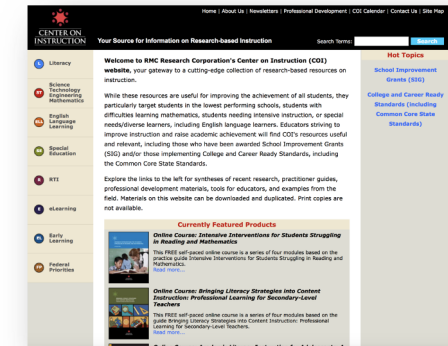
Validated Intervention Program (i.e., Tier 2, Secondary Intervention)

Progress Monitor

Diagnosis Data

State and Local Leaders Trainers & Coaches Educators Higher Education Faculty

The screenshot displays the National Center on Intensive Intervention website, featuring a mission statement, a flowchart of the intervention process, and four categories of resources: State and Local Leaders, Trainers & Coaches, Educators, and Higher Education Faculty.



CENTER ON INSTRUCTION

Your Source for Information on Research-based Instruction

Library Science Technology Implementation English Language Learning Special Education RTI eLearning

Early Learning Professional Priorities

Currently Featured Products

Online Course: Intensive Interventions for Students Struggling in Reading and Mathematics

Online Course: Bringing Literacy Strategies into Content Instruction: Professional Learning for Secondary-Level Teachers

High Topics: School Improvement Grants (SIG) College and Career Ready Standards (Including Common Core State Standards)

The screenshot shows the RMC Research Corporation's Center on Instruction website, with a navigation menu, a list of subject areas, and a 'Currently Featured Products' section highlighting two online courses.

Articulating Connections: Data and Subgroup Performance

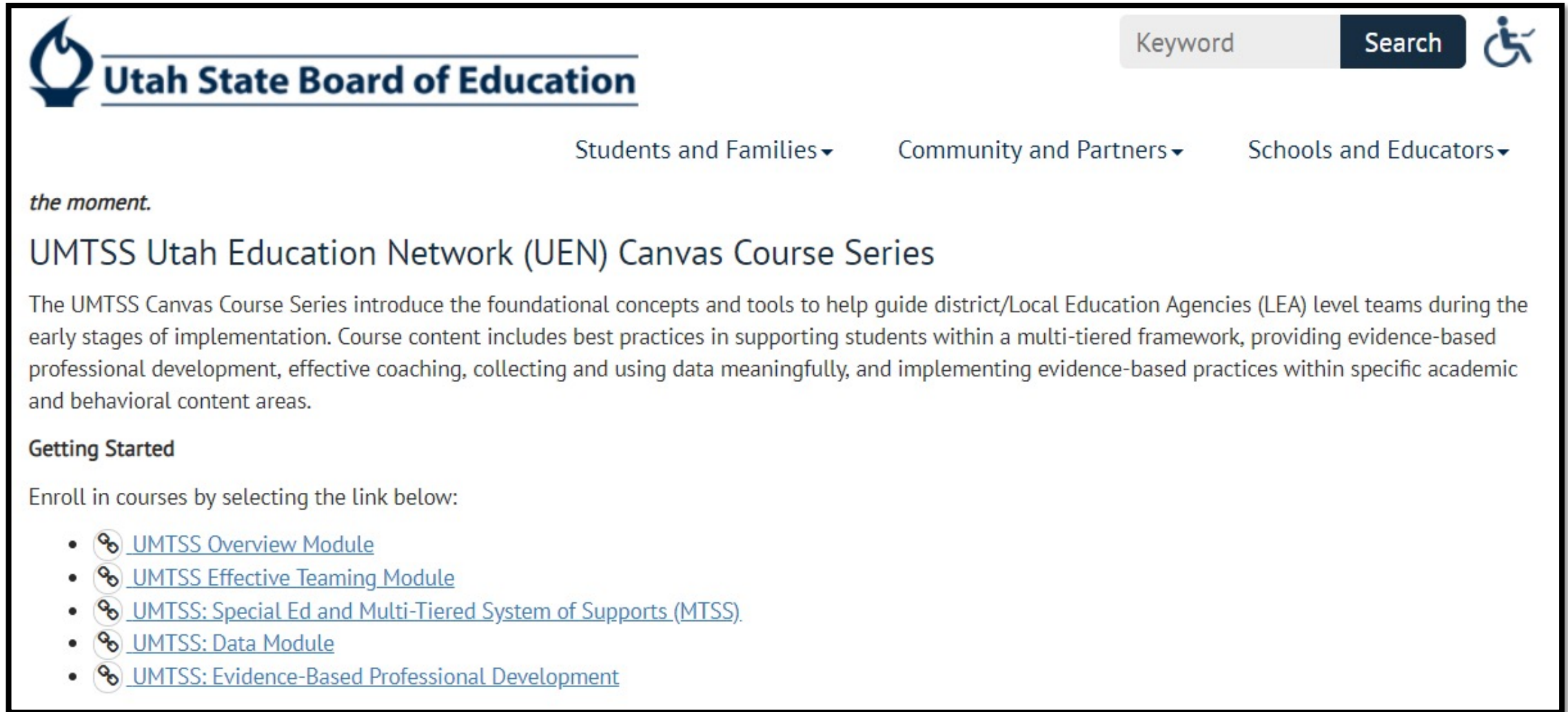
Academic Intervention

Behavioral Intervention

Universal Screener




Creating Sustainable Resources



The screenshot shows the Utah State Board of Education website. At the top left is the logo and name "Utah State Board of Education". To the right is a search bar with the text "Keyword" and a "Search" button, along with a wheelchair accessibility icon. Below the header are three navigation menus: "Students and Families", "Community and Partners", and "Schools and Educators". The main content area features the heading "the moment." followed by "UMTSS Utah Education Network (UEN) Canvas Course Series". A paragraph describes the course series as foundational concepts and tools for LEA level teams. Below this is a "Getting Started" section with the text "Enroll in courses by selecting the link below:" and a bulleted list of five course links, each preceded by a circular icon with a stylized 'e'.

Utah State Board of Education

Keyword Search 

Students and Families ▾ Community and Partners ▾ Schools and Educators ▾






the moment.

UMTSS Utah Education Network (UEN) Canvas Course Series

The UMTSS Canvas Course Series introduce the foundational concepts and tools to help guide district/Local Education Agencies (LEA) level teams during the early stages of implementation. Course content includes best practices in supporting students within a multi-tiered framework, providing evidence-based professional development, effective coaching, collecting and using data meaningfully, and implementing evidence-based practices within specific academic and behavioral content areas.

Getting Started

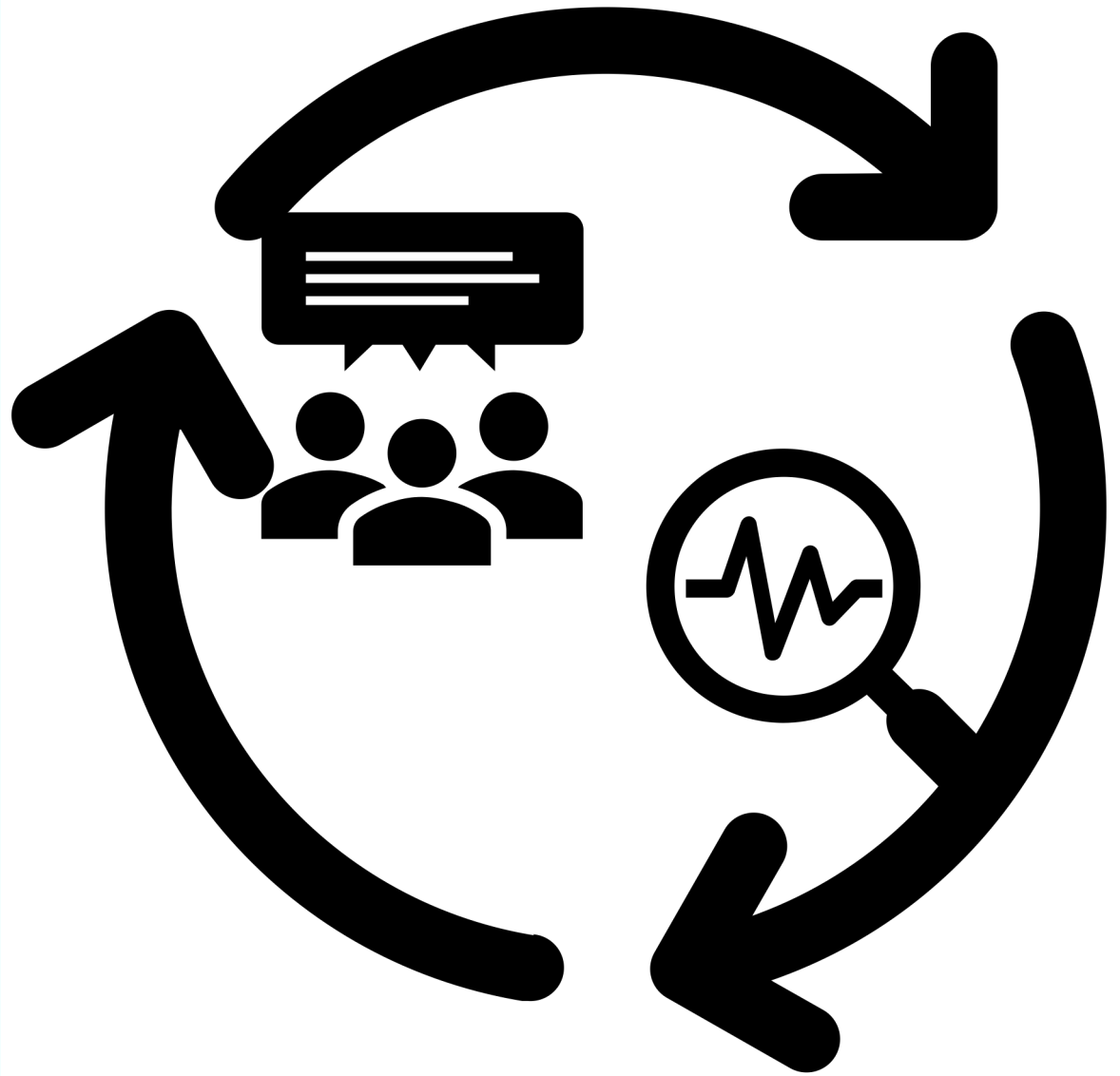
Enroll in courses by selecting the link below:

-  [UMTSS Overview Module](#)
-  [UMTSS Effective Teaming Module](#)
-  [UMTSS: Special Ed and Multi-Tiered System of Supports \(MTSS\)](#)
-  [UMTSS: Data Module](#)
-  [UMTSS: Evidence-Based Professional Development](#)

Continuous Improvement



- Are we achieving what we set out to do?
- How do we know?
- Who else do we need to involve?





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THANK YOU

MAKING
RESEARCH
RELEVANT
