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Kansas State Systemic Improvement Plan:
Moving from Initiative Overload to Maximum Impact

SSIP/SPDG Community of Practice
December 2016

Kansas leads the world in the success of each student.

Presenters

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- **Amy Gaumer Erickson**, Kansas TASN/SPDG Evaluation Projects, Associate Research Professor, University of Kansas

- **Kevin Davis**, Kansas TASN Coordination Project

- **Colleen Riley,** Director, Early Childhood, Special Education and Title Services, Kansas Department of Education
  Dr. Randy Watson, Commissioner, Kansas Department of Education

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Context of SSIP in Kansas
Alignment of the Work
Progress Monitoring
Phase III Data Snapshot

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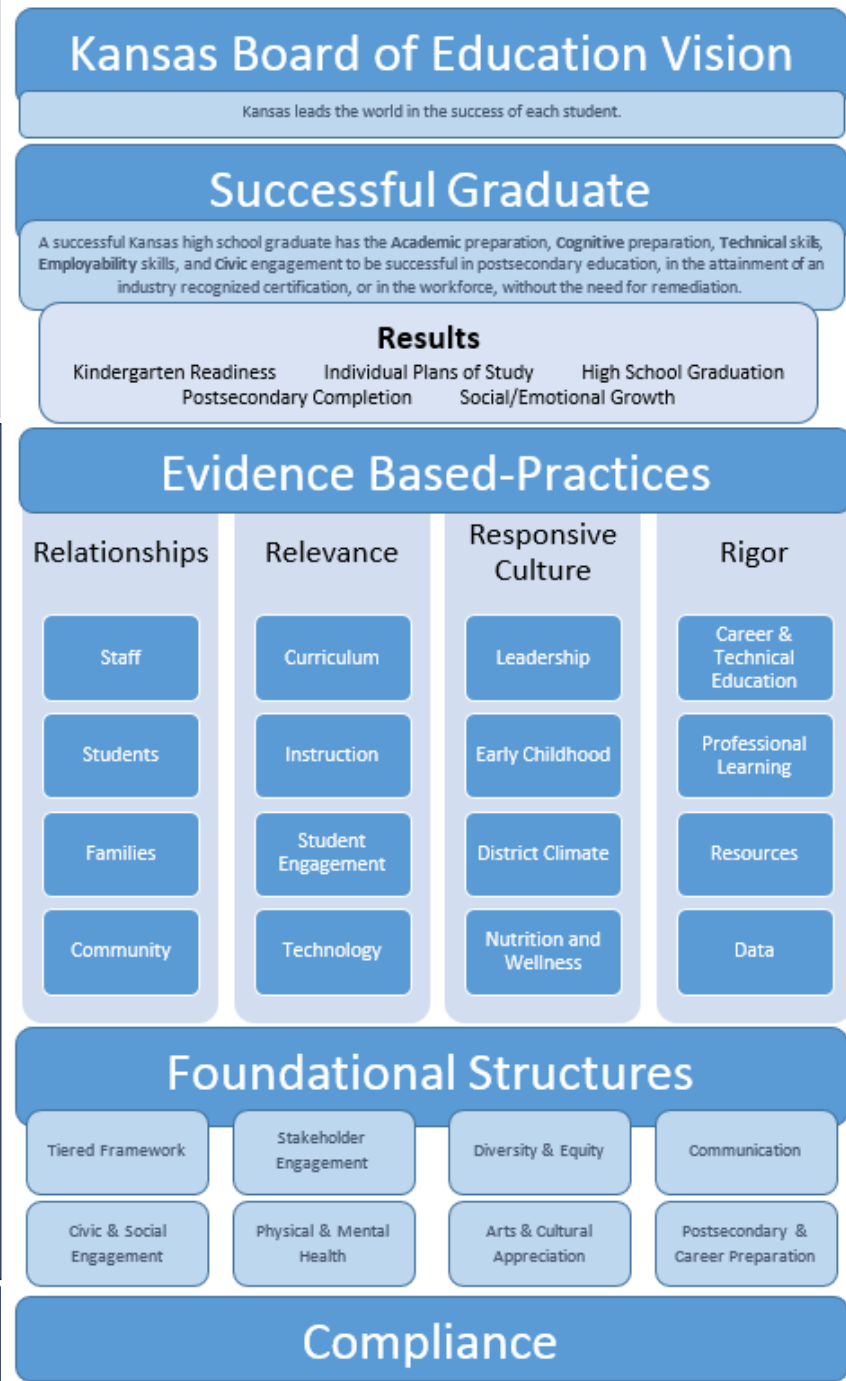the success of each student.

Outcomes as defined by the Kansas Board of Education

Kansas Board of Education Vision

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Successful Graduate

A successful Kansas high school graduate has the **Academic** preparation, **Cognitive** preparation, **Technical skills**, **Employability** skills, and **Civic** engagement to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

Results

| Kindergarten Readiness | Individual Plans of Study | High School Graduation |
| Postsecondary Completion | Social/Emotional Growth |

Elements of Kansas School Accreditation

Evidence Based-Practices

Relationships	Relevance	Responsive Culture	Rigor
Staff	Curriculum	Leadership	Career & Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

Foundational Structures

Tiered Framework	Stakeholder Engagement	Diversity & Equity	Communication
Civic & Social Engagement	Physical & Mental Health	Arts & Cultural Appreciation	Postsecondary & Career Preparation

State & Federal Requirements

Compliance

KSDE 2016 Initiatives
Division of Learning Services

- New State Accreditation Model
- ESSA Implementation
- Individual Plans of Study
- Social-Emotional Character Development
- Getting Classrooms/Schools Ready for Kindergartners
- Civic Engagement
- Annual Measures of Student Success (AMOSS)
- Comprehensive Support & Improvement (KLN)
- Teacher and Leader Evaluation System
- Educator Equity Plan Implementation
- Increase Graduation and Reduce Drop Out Rates
- Post-Secondary Measures

SSIP 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 (SIMR).*

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Kansas Technical Assistance System Network (TASN)

- Designed to enhance the capacity of local school districts to implement evidence-based practices and model provision of integrated services

- One-stop assistance via Big Blue Button: www.ksdetasn.org

- Establishes and maintains communication and work alignment for an estimated 70 providers, partners, and contractors

- Requires coordinated support and common evaluation practices

- Statewide professional learning for SSIP, SPDG, IDEA and Title

- Braided funding: IDEA Part B, SPDG, Section 619 and Title IIA, iii, 1003a, 1003g

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KSDE TASN Standard Operating Principles
(a sample)

- All TASN providers must actively participate, collaborate and support KSDE initiatives.

- All objectives and activities will align with and support implementation of the Kansas Multi-Tier System of Supports (MTSS) Integrated Framework.

- All activities are to utilize an implementation science framework, coordinate with other KSDE initiatives, and focus on capacity-building, using data to drive decision making.

- All funded efforts will work collaboratively with the TASN evaluator to design and implement an evaluation plan for each priority area.

Complete list of KSDE TASN Standard Operating Principles available at
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/849/Standard_Operating_Principles.pdf

Kansas TASN Providers and Partners

TASN Coordination+	TASN Evaluation*+
Kansas MTSS Integrated Framework+	Kansas Learning Network
Autism & Tertiary Behavior Supports*	General Supervision & Accurate Data
Evidence-Based Instructional Practices within Co-Taught Classrooms*	Teacher Recruitment & Retention*
Kansas Parent Information Resource Center*+	Instructional Technology (Infinitec)
Families Together, Inc. (Kansas PTI)*	Training for Teachers of the Deaf*
Kansas Instructional Resource Center for Visual Impairments	Training for Teachers of Visually Impaired*
KSDE Early Childhood, Special Education, & Title Services Team (ECSETS)*+	

*Denotes 2012-17 SPDG-funded partnership.
+Denotes SSIP partnership.

TASN Alignment Graphic available at
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/848/TASN_Alignment_Graphic.pdf

SSIP Evidence-Based Practices

The evidence-based practices addressed within Coherent Improvement Strategy 2, the Kansas MTSS Integrated Framework included:
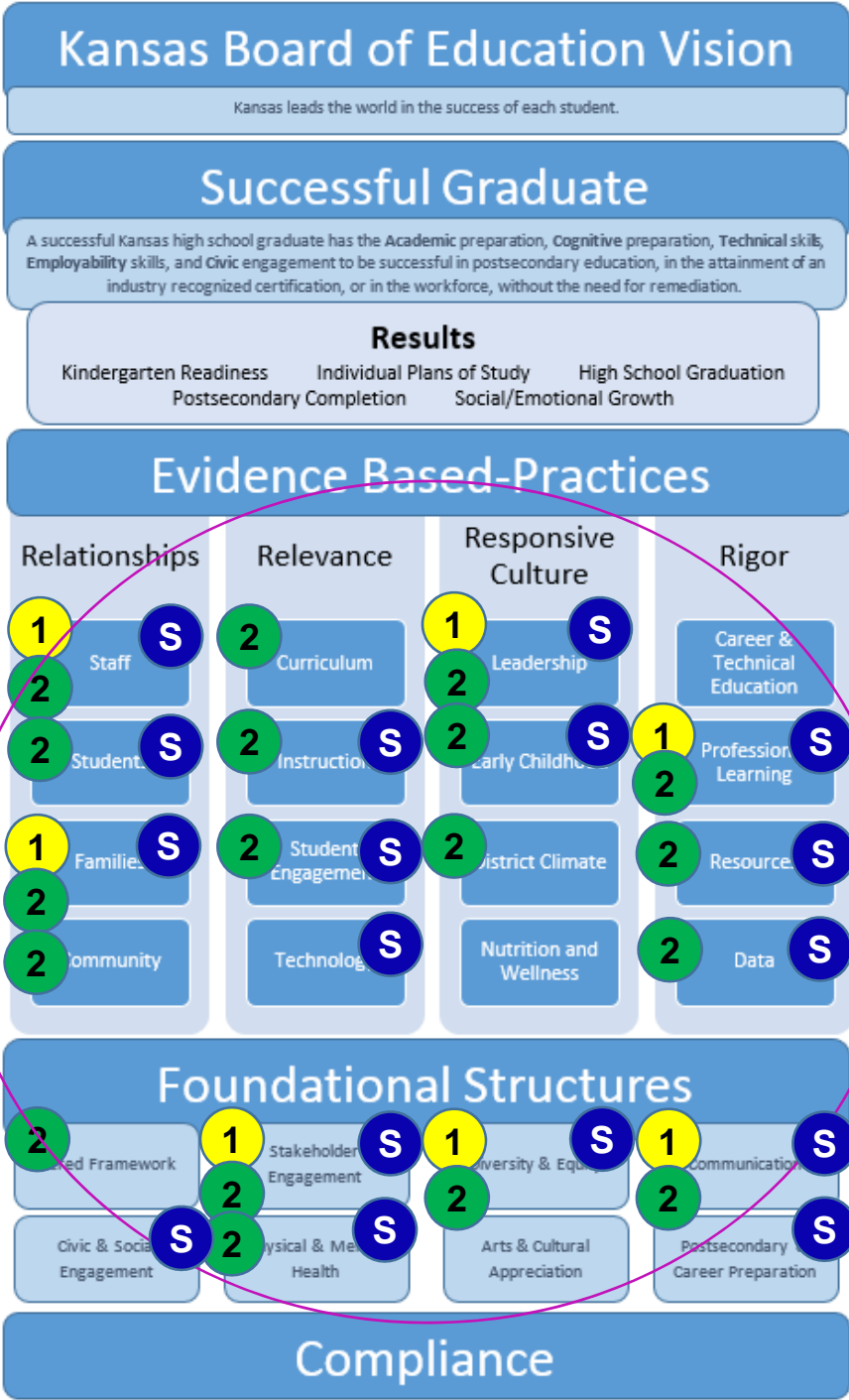
- provision of an evidence-based core curriculum and intervention

- universal screening

- progress monitoring

- data-based decision making, and

- family engagement

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Kansas SSIP Coherent Improvement Strategies

Improvement Strategy 1: State Infrastructure Development

Improvement Strategy 2: District Capacity for EBPs in MTSS

Improvement Strategy 3: Evaluation of Infrastructure and Outcomes

SPDG

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Students   Instruction   Early Childhood   Professional Learning

Families   Student Engagement   District Climate   Resources

Community   Technology   Nutrition and Wellness   Data

Foundational Structures

Tiered Framework   Stakeholder Engagement   Diversity & Equity   Communication

Civic & Social Engagement   Physical & Mental Health   Arts & Cultural Appreciation   Postsecondary Career Preparation

Compliance

SIMR
The % of SWD who score at grade level benchmark on AIMSweb reading assessment K-5 in the targeted buildings will increase to 37.50% by 2018.

Ongoing Communication and Collaboration

- KSDE SPP/APR Meetings: Monthly with all Indicator Leads

- KSDE SPP/APR Indicator Meetings: Monthly with Indicator-specific workgroups

- TASN Leadership Meetings: Monthly with KSDE leadership, TASN Coordination, and TASN Evaluation

- TASN Quarterly Meetings: Quarterly with all TASN providers, including KSDE Early Childhood, Special Education and Title Services

- Special Education Advisory Council: Every other month with KSDE leadership; frequently include TASN providers and updates on SPP/APR

- TASN Mid-Year Meetings: Annually with each TASN provider

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Guiding Principles for Evaluation

- Utilization-Focused

- Empower, don't overburden educators

- Draw accurate conclusions

- Focus on continual improvement

- Support decision making at the state, provider, district, school, team, and teacher levels

- Determine impact

Evaluator as Coach

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KSDE TASN Theory of Change

Through high-quality professional learning…

a. Participants increase knowledge and skills;

b. Administrators create conditions to support implementation;

c. Participants implement evidence-based practices with fidelity;

d. Students improve academic, behavioral, and social outcomes; and

e. Schools sustain the implementation with fidelity.

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SSIP Logic Model

- Inputs

- Improvement Strategies

- Short-Term (Knowledge, skills, and collaboration)

- Intermediate (Installation of evidence-based instructional practices)

  - Example: KSDE, TASN, District, School, and Grade-Level Collaborative Teams make data-based decisions and share data through communication loops.

- Longer-Term (Implementation of evidence-based instructional practices with fidelity)

- Impact (Student outcomes)

Kansas SSIP Logic Model available at
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/850/SSIP_Logic_Model_Draft.pdff

Evaluation Questions

- What does this look like?
  - Outcomes & Indicators

- How do you know if this is happening?
  - Evaluation Measures

- How and when will people (at each level) use the data for improvement?
  - Self-Correcting Feedback Loops and Timeline

Kansas SSIP Evaluation Plan available at
https://ksdetasn.s3.amazonaws.com/uploads/resource/upload/851/KS_SSIP_Evaluation_Plan.pdf

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SSIP Evaluation Measures:
Data Utilization

Measure	SSIP	TASN	Project	LEA
Document Review/Observation	✓			
TASN Coordination/Evaluation Feedback Survey	✓	✓		
High-Quality Professional Development Observation	✓	✓	✓	
Kansas MTSS Checklist for Implementation Readiness	✓		✓	✓
Kansas MTSS School Implementation Scale	✓		✓	✓
Kansas MTSS Collaborative Team Progress Planner	✓		✓	✓
Kansas MTSS Family Engagement Survey	✓		✓	✓
Universal Screening Data	✓			✓

Kansas SSIP Evaluation Plan available at
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SSIP Evaluation Measures
(Data Collection)

Measure	Data Collection
Document Review/Observation	Evaluation Team
TASN Coordination/Evaluation Feedback Survey	Evaluation Team
High-Quality Professional Development Observation	Evaluation Team
Kansas MTSS Checklist for Implementation Readiness	State Trainers
Kansas MTSS School Implementation Scale	State Trainers/School Staff
Kansas MTSS Collaborative Team Progress Planner	State Trainers/School Staff
Kansas MTSS Family Engagement Survey	School Staff
Universal Screening Data	School Staff

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Self-Correcting Feedback:
How data is used for improvement at school, district, TA & SEA levels

How will people use data for improvement?				
Measures	**Collaborative Team**	**Administrators**	**MTSS Trainers/Coaches**	**KSDE Leadership**
Content/ performance-based assessments	Reflect on growth in knowledge of adult learners	Determine impact of training on staff knowledge and determine needs and future time investment.	Direct efforts to customize and improve training and coaching to meet participants' needs.	Assures that professional development provided to Kansas educators is consistent in quality and continually improving. Determines areas of need for TASN providers' professional development and resource allocation.
HQPD Observation and TASN Training Evaluation	Reflect on quality of training, determine next steps, and communicate lingering questions and coaching needs.		Direct efforts to customize and improve training and coaching to meet participants' needs.	

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Strategy 1 Accomplishments

| Activity	Timeline	Status
1.1. Redesign the Kansas TASN system of technical assistance and professional learning essential scopes of work.	FFY14	Completed
1.2 Realign the Kansas TASN priorities, operating principles, scopes of work and allocate resources to address emerging needs identified by stakeholders.	FFY14	Completed
1.3. Redesign Kansas TASN application process, establish new system priorities, common definitions, shared provider expectations and use new methods to monitor delivery of professional learning and technical assistance.	FFY15	Completed & Ongoing
1.4. Facilitate communication, collaboration and resources across KSDE and TASN providers to support dissemination and implementation of evidenced-based instructional practices for educators, related service personnel, administrators, families and community based settings	FFY16	In Progress

KSDE & TASN leadership create conditions that facilitate implementation

How well does the TASN Coordination Team…	Stakeholder Report (percent of 41 TASN providers that responded "working well" or "working very well")
Support you in implementing your project's scope of work.	87.8%
Help you understand how your project aligns with the MTSS Framework.	70.7%
Further your understanding of other TASN projects.	68.3%
Keep you up-to-date on KSDE priorities and legislative mandates.	65.9%
Collaborate with you to address challenges.	76.9%

Source: TASN Coordination/Evaluation Feedback Survey
Additional data reported for this indicator obtained from TASN training evaluation,
HQPD observation, & stakeholder feedback

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LEA educators demonstrate the knowledge and skills necessary to implement the Kansas MTSS Integrated Framework

Kansas MTSS Integrated Framework Trainings (n=12)
Average Percentage of Indicators Achieved by Domain
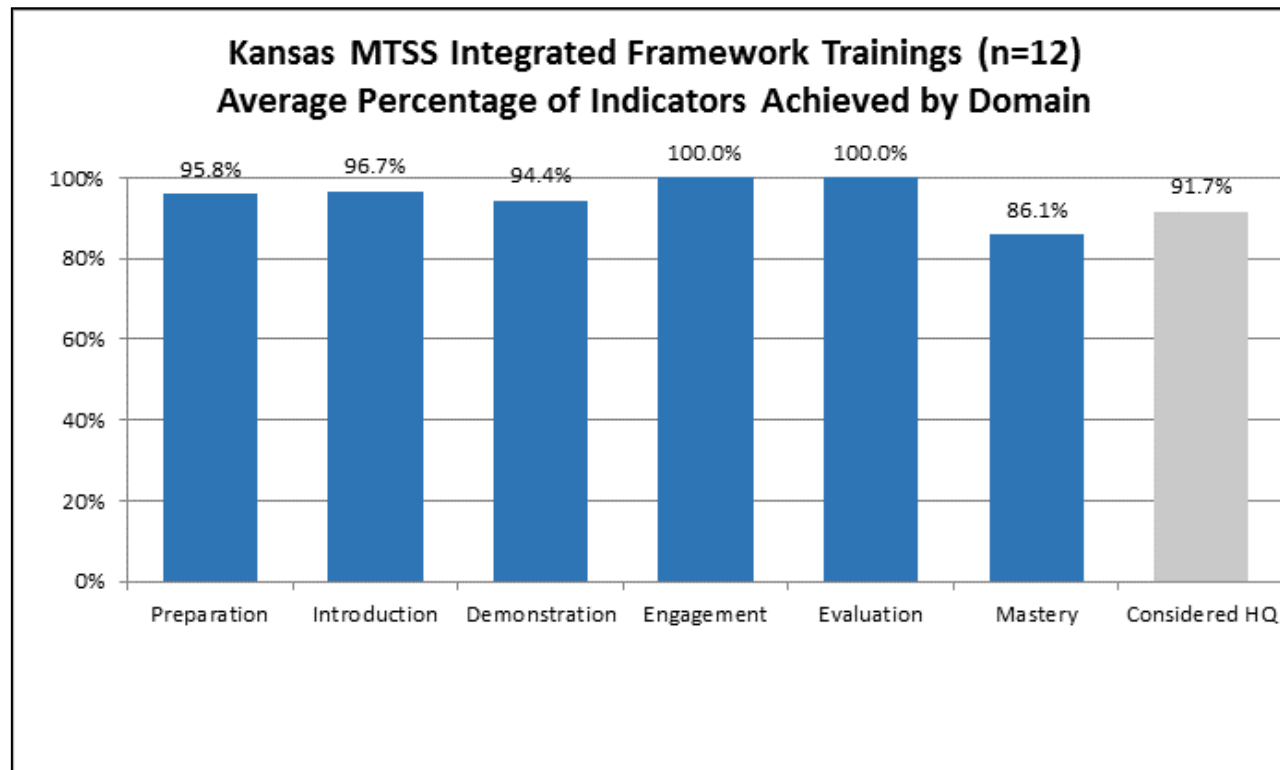
Source: HQPD Observation
Additional data reported for this indicator obtained from
content/performance-based assessments

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LEA educators collaborate to implement the Kansas MTSS Integrated Framework

	Collaborative Teams (percent of 120 educators that agree/strongly agree)	Building Leadership Teams (percent of administrators that agree/strongly agree)
Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas)	75.8%	100%
Meetings are productive with continual progress focused on purpose	70%	100%

Source: School Implementation Scale
Additional data reported for this indicator obtained from the
Collaborative Team Progress Planner and the HQPD Checklist

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District and school administrators create the conditions that facilitate implementation

	Data Verification (Percent of schools)	Stakeholder Report (percent of 188 educators responding 4 or 5 on 5-point scale)
Building Leadership Team Established	100%	
Collaborative Teams established	100%	
Districtwide assessment schedule established	100%	
I feel that my administrators are committed to implementing tiered levels of reading supports.		80.3%

Sources: KS MTSS Checklist for Implementation Readiness & School Implementation Scale

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District and School Leadership Teams make data-based decisions and share data through communication loops.

	Administrator Report (Percent of administrators that agree/strongly agree)
Universal screening data are used to inform decisions at the school level.	100%
Universal screening data are used to inform decisions at the grade level.	100%
Progress monitoring data are used to inform decisions at the student level.	87.5%
My building leadership team is responsive to the needs and concerns of collaborative teacher teams.	87.5%
Building leadership team decisions are communicated to collaborative teacher teams.	85.7%
District leadership team decisions are informed by my building leadership team.	75%

	Stakeholder Report (percent of 188 educators responding 4 or 5 on 5-point scale)
I receive school-wide reading data in usable and understandable formats.	58.5%
I am involved in meetings where school-wide data results are discussed.	72.7%

Source: School Implementation Scale

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Research-based reading curriculum is implemented with fidelity.

Evidence-based interventions in reading are provided based on universal screening data and decision protocols.

	Data Verification (Percent of schools)
A research-based core curriculum is selected for reading.	80%
Tier II reading intervention is determined.	90%
Tier III reading intervention is determined.	50%

Source: KS MTSS Checklist for Implementation Readiness
Additional data reported for these indicators obtained from the KS MTSS Collaborative Team Progress Planner

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Research-based reading curriculum is implemented with fidelity.

Evidence-based interventions in reading are provided based on universal screening data and decision protocols.

	Collaborative Teams (Percent answering "yes")
Does the core teach the standards and the essential elements (i.e., five essential components of reading)?	85.2%
Are we implementing the core in reading as it was intended?	76.9%
Is supplemental instruction in reading aligned with core instruction?	64%
Are we implementing all reading supplemental support as intended and with fidelity?	47.8%

Source: KS MTSS Collaborative Team Progress Planner;
Data verified by MTSS State Trainers

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Families are engaged in the data-based decision making and the progress monitoring process for their children.

	Stakeholder Report (percent of 2985 parents/guardians that agree/strongly agree)
I'm provided understandable data on my child's progress.	77.4%
School staff consult me before making important decisions about my child's education.	59.7%
If my child receives additional supports, I'm provided with information about these supports.	58%
School staff keep me well informed about how my child is doing in school.	64.9%
I have a good working relationship with school staff in which we solve problems together.	66.3%

Source: Family Engagement Survey

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Student make progress in reading achievement.

	Percentage of Students
Percentage of students that received Tier II reading support that met exit criteria between winter and spring universal screening periods.	28.1%
Percentage of students that received Tier III reading support that met exit criteria between winter and spring universal screening periods.	9.3%

Source: KS MTSS Collaborative Team Progress Planner

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SIMR: Increased percentage of students with disabilities in grades K-5 score at grade level in reading as measured by AIMSweb.

	Percentage of students
All SIMR Schools	**26.4%**
SIMR Schools at Implementation Stage	30.7%
SIMR Schools at Installation Stage	21.8%

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Metaevaluation

How well does the TASN Evaluation Team…	Stakeholder Report (percent of 41 TASN providers that responded "working well" or "working very well")
Support your project to make data-informed decisions.	87.5%
Provide evaluation data in a timely manner.	92.3%
Provide evaluation data in an easily interpretable manner.	92.5%
Collaborate with your project to address challenges.	87.5%

Source: TASN Coordination/Evaluation Feedback Survey
Additional data reported for this indicator obtained from stakeholder feedback, document analysis, and external review

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What do the SSIP and SPDG have in common?

- Driven by State Needs

Plans that Support:

- 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

- Utilize Shared National Resources

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